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ABSTRACT

Noting that almost all current issues have some controversial "overload" to them which cause many teachers to approach them with trepidation, this guide aims to help teachers handle discussions and writing assignments related to contemporary issues. The guide aids teachers in framing and in balancing classroom interactions so discussions of controversial issues can proceed fairly. The four units in the guide contain material on: how to write personal essays; how to view and think critically about mass media presentations; how to deal with censorship of books; and how to conduct discussions about controversial issues. Activity sheets in the units guide students in: producing objective accounts, media viewing and group discussions, sending letters to their parents about issues, and giving persuasive speeches. The guide also contains an annotated bibliography on the "Schoolbook Protest Movement." Appendixes include an essay titled "Lessons Learned from Three Schoolbook Protests" (Edward B. Jenkinson); a censorship paper; and an informative paper, both written by students. (NKA)

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Lesson Plans for Teachers of English and Social Studies

Andrea Jenkinson

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Reading, Writing, and Speaking about

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Lesson Plans for Teachers of English and Social Studies

ANDREA JENKINSON

ERIC®
Clearinghouse on Reading, English, and Communication

ERIC Clearinghouse on Reading, English, and Communication
Indiana University
2805 East 10th Street, Suite 150
Bloomington, Indiana 47408-2698
Carl B. Smith, Director
and
EDINFO Press
P. O. Box 5247

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ERIC/REC Advisory Board

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Title I Coordinator,
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61 North Clark
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James Gaudino
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5105 Backlick Road, Building E
Annandale, VA 22003

Earlene Holland
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251 East Ohio Street, Room 229,
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Joan Irwin
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International Reading Association
PO Box 8193
Newark, DE 19711

Robert Pavlik
Professor of English Education
Cardinal Stritch University
6801 North Yates road
Milwaukee, WI 53217

Lenore Sandel
Editor, ASCD Whole Language
Newsletter
33 Sherman Avenue
Rockville Center, NY 11570

Faith Schullstrom
Executive Director, National Council of
Teachers of English
1111 W. Kenyon Road
Urbana, IL 61801

Josefina Tinajero
Director, Mother and Daughter Program
University of Texas
500 West University Avenue
El Paso. TX 79968

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Preface

Few student teachers, if any, approach their first day of teaching without fear. As a master's degree candidate working toward teacher certification, I thought that I would find student teaching challenging, exciting, tedious, and also frightening. I knew that I would have to follow the lesson plans of the mentor teacher and of the English department. I had few hopes of being able to experiment in the classroom in which I was a visitor. I knew I would teach two classes of juniors and three classes of freshmen, all of which were classified as *general*. My mentor teacher told me that most students in general English were indifferent, to say the least, toward education. She said they hated homework, did not want to study, and could not wait to get out of school. I was not taken aback by what she said because I had graduated from the school six years prior to student teaching. I was both pleased and surprised to have the opportunity to student teach at my alma mater. Such an assignment is a rarity.

While I was still in high school, I heard horror stories about students in general classes. But I was not quite prepared for what I would face as a student teacher. My mentor teacher did not give me a syllabus, a textbook, or specific teaching topics. Rather, she suggested, several weeks before I began teaching, that I design my own units. The only stipulations were that the students read, write, and discuss assigned topics; they were also to give one persuasive speech. Near the end of my student teaching assignment, I was to teach one of the novels on the department's reading list. My mentor teacher encouraged me to design lessons that would capture the students' interest and that would help them become better communicators. She added that I was on my own and that I needed to give her a copy of my lesson plans for approval.

What was I to do? It would have been easy to select a novel or two and spend several weeks teaching *The Great Gatsby* or *A Farewell to Arms*, both of which were on the department's reading list. On the first day of class I was so happy with my decision not to start with novels because of what the students told me. On interest inventory cards, approximately half of the students said that they hated to read novels as class assignments. Rather, they preferred to watch films, listen to music, read magazines, watch television, and discuss issues important to young adult culture. Students complained that most classroom assignments were totally irrelevant. They saw little connection between classroom work and life.

The results of the interest inventories confirmed one of my initial teaching plans—to focus on the media. My goal was to help students become intelligent consumers of information and entertainment instead of just passive buyers. Most teachers bring a personal agenda of some sort to their classrooms, and I also brought mine. As an undergraduate, I majored in English and political science. This combination helped me further define my goal—to help students analyze and challenge information presented to them by the media, the government, adults, and peers in their world. Since part of my responsibility included teaching persuasive speaking, I decided to focus on reading, writing, and speaking about controversial issues.

I carefully considered having the class focus on censorship after they studied the media. Censorship was an easy choice for me. I grew up in a family in which we

mentioned it nearly every day. For years, my father, Professor Edward B. Jenkinson, had studied what he calls the *schoolbook protest movement.*, which consists of both organized and individual attempts throughout the United States to remove books, courses, ideas, and films from public school classrooms and libraries. I was involved in discussions of censorship since I was eight years old. I attended many lectures, public speeches, and school board meetings at which my father articulately argued for students' freedom to read freely and to think independently. For there to be freedom of thought, he argued that students must be exposed to a wide spectrum of ideas so that they can draw *their own*, educated conclusions.

Given what I had learned at home, in college, and through experience, I could easily decide on my personal agenda as a teacher. I want my students to have the freedom to read, to explore ideas, to discuss and challenge issues, and to be sufficiently informed to make their own decisions. In other words, I want to do all that I can to help my students become intelligent, contributing citizens in a participatory democracy.

Introduction

Throughout their lives, students will confront controversial issues. While in school, they will be concerned about dress codes, attendance policies, graduation requirements, and other debatable issues. In some classes, they will have opportunities to read and write about, and possibly debate, such controversial issues as AIDS, abortion, the Holocaust, the legalization of marijuana, drugs, alcohol, legal driving age, teen pregnancy, capital punishment, prayer in school, book banning, racism, violence against women, and ways of dealing with gangs.

As students near voting age, they should be concerned about the points of view of political candidates. They should also be well informed about socioeconomic issues facing the nation: national health care, social security, Medicare and Medicaid, welfare, the homeless, foreign trade, isolationism, foreign policy, and so forth. Not a day will pass without students reading, viewing, or hearing about controversy. Even if they confine their reading to the comics, their viewing to sitcoms and MTV, and their listening to music, students will encounter at least one controversy every day.

Given students' constant exposure to controversy, I designed a unit on controversial issues. I did not assign specific issues for students to explore; they needed only to obtain my approval. To prepare them to read, write, and speak intelligently about controversial issues, I briefly examined the mass media with them. We discussed fact and opinion, subjectivity and objectivity, and factors that shape individual points of view. Then we studied current censorship activities in public schools. Those activities encompass almost every controversial issue that students can imagine; therefore, they had a wide range of topics from which to choose.

Before starting the unit on media literacy, I decided that I needed to become acquainted with my students and that they needed to know something about me. Therefore, they and I completed interest inventories, made collages that conveyed some information about themselves and myself, and wrote personal essays.

I knew that I needed to exercise caution in having students reveal information about themselves. I had to make certain that they did not disclose secrets that could cause harm to themselves or their families. I was painfully aware, through conversations with my father, that I could be charged with invading student privacy if my writing assignments invited students to divulge *private* information about themselves or their families. More and more, critics of the schools use the invasion of privacy charge to attack any personal writing assignments and nearly all journal writing.

In Indiana, a group of parents and legislators tried to block the writing of personal essays as part of the statewide testing program. Some protesting parents in various parts of the nation have even criticized any writing assignments that call for students to express their thoughts and feelings. But most writing assignments do not invade student or family privacy. Far from it. For example, asking students to write or talk about their hobbies, interests, ambitions, and travel experiences is not an invasion of privacy. But asking them to write *private* information about themselves or their families could be construed as an invasion.

Therefore, I exercised caution while giving directions for journal and essay writing. This did not impose any undue limits on my students or me. But I knew that some teachers would quarrel with me, arguing against any limits in personal writing. I believe those teachers are unaware of the public school critics and their charges.

Source

Jenkinson, Edward B. *Student Privacy in the Classroom*. Bloomington, IN: Phi Delta Kappa Educational Foundation (1990) 44 pp.

Unit 1: Writing a Personal Essay, Creating a Personal Collage, and Finding an Article of Interest

Note: As I indicated in the introduction, I began my student teaching by having students complete an interest inventory, write a personal essay, and create a personal collage. These activities helped me become better acquainted with my students. For their personal interest assignment, students selected published materials and examined them by writing answers to prepared questions. This activity helped prepare them for the units on the media and censorship.

Note on writing style: Originally, I prepared these units for myself and for the mentor teacher or a possible substitute. Therefore, I frequently begin sentences with an imperative verb such as *have*. I also use the personal pronoun *you*, referring to myself, the mentor teacher, a possible substitute teacher, or the students when I addressed them directly.

Interest Inventory

Objective

Students complete and discuss a personal interest inventory. They explore specific likes and dislikes, hobbies, interests, and future plans.

Materials

Interest Inventory.
Students and teacher bring to class two objects that best describe their personalities.
Students bring journals to class.

Lesson Plan

Students complete an interest inventory. In their journals, they write about their favorite television programs, books, and magazines; they discuss these items with the class or in groups. They also write about and discuss what they do with their spare time, and they predict what they might be doing in the next five years.

Students and the teacher bring to class two objects that help describe their personalities and interests. These items must be appropriate for a school setting. Collect the interest inventories at the end of class. At home or after school, read quickly through the inventories and respond to them. Always be sure to note good or interesting items on the inventories. Try to make your comments personal and specific. For example: "I am glad you enjoy reading. What types of books do you like? Why?" Such comments at the beginning of the semester tell students that you actually read their inventories and that you are interested in them as distinct individuals.

Journal Writing

Students write in their journals, adding details to what they noted in their interest inventories. They reflect on their skills and interests and describe how these aspects of their personality may influence their future. Will their interests and skills influence what they might do in the next five years? Then the students and teacher describe three positive aspects of their personality and share their ideas with the class. The students and the teacher share with the class the two objects that aid in describing their personalities and interests.

Student Responses and Teacher Comments

"But I don't know why I do the things I do."

"Why do you want to know anything about me? I'm not important."

Several students may have difficulty answering the questions on the interest inventory. They may not be able to explain why they like a particular kind of music or sitcom. Other students may answer the questions meticulously, telling you something about themselves that they should not share with the class. Remind students of the note of caution on the interest inventory.

If a student still has difficulty completing a question, then ask more leading questions. For example: "Do you like alternative music because of the beat, lyrics, or because of the videos?"

For me, the most difficult student to deal with is the one who believes that no one is interested in anything the student says or does. This student needs words of encouragement, acknowledgment of self-worth, and evidence that the teacher cares. This student was one of my greatest challenges. Unfortunately, I discovered that this student is part of a minority that may be on the rise.

Interest Inventory

Directions: Complete each statement by describing something about yourself. Please answer each question as thoroughly as possible. But do not reveal anything about yourself or your family that you do want anyone else to know. Also, please remember that the language of your responses and the answers themselves must be appropriate for the classroom.

1. The kind of music I like is_____ because_____

_____

_____

2. I like to read _____

because_____

_____

3. The thing I like most about English class is _____

_____ because_____

_____

The thing I like least about English class is_____

_____ because_____

_____

4. After school I like to_____

_____ because_____

_____

5. _____is my favorite TV show because

_____

_____.

6. When I graduate from high school I want to _____

_____because_____

_____

7. If I could travel anywhere in the world, I would go to_____

_____because_____

_____

8. My idea of a good adventure is_____

_____because_____

_____

Personal Essays

Objective

Students write personal essays in which they describe their interests and skills, and they explain how these interests and skills may help them achieve their goals in the next five years.

Materials

Personal Essay Guidelines.

Lesson Plan

Discuss personal essays with the class. Hand out the Personal Essay Guidelines. Then have students begin writing their personal essays in class. Walk around the room to see how they are doing. Be prepared to work with the student who can't get started, seems confused, or wants help.

Make an announcement, telling students to bring in appropriate magazines that they can cut up to create their personal collages in class. The collages will be shared with the class and displayed in the room.

Writing Activity

If some students have difficulty with the personal essay assignment, suggest that they create a concept map, or cluster, of themselves and their goals. (For an example of a concept map, see Appendix A.)

Student Responses and Teacher Comments

"I don't know how to start."

"How do I know what I'll be doing in five years? I might still be in college if I even get there."

Some students have problems starting an assignment. To these students, I suggested that they reread their interest inventories and journal entries. This gave them ideas from which to start writing their personal essays. It also helped make the process of writing a formal essay flow easily. Many students followed the personal essay guideline questions in order, simply completing paragraphs containing the appropriate information from their inventories and journal entries. Had I just handed out the guidelines without the pre-writing activities, I am convinced that most students would have experienced more difficulties as they wrote their personal essays.

I encouraged those students who had no idea about what they would be doing in five years to concentrate on their interests, skills, and academic successes. This helped some students, but not all. I had been told that general English classes usually contain one or two students who do not want to write about anything. But my persistence and encouragement paid dividends.

Personal Essay Guidelines

An essay is a brief nonfiction piece of writing that is usually reflective (thoughtful) in nature. Your essay should contain reflections of who you are in terms of your interests and/or skills. Discuss important reasons for these interests and/or skills. Make certain that the last part of your essay answers these questions: What do you see yourself doing in the next five years? Why? How do your interests and/or skills affect your decision about what you want to do? What other interests and/or skills might you need to develop to achieve your goals? How will you develop these interests and/or skills?

Your essay should be two to three pages in length, double spaced, and neatly written or typed on one side of the paper only. It must be written in complete sentences.

Sources

Books that contain chapters on journal writing, personal writing, writers' workshops and conferences, abound. Following are six useful sources:

Atwell, Nancie. *In the Middle: Writing, Reading, and Learning with Adolescents.* Portsmouth, NH: Heinemann (1987) pp. 51-148.

Graves, Donald H. *A Fresh Look at Writing.* Portsmouth, NH: Heinemann (1994) pp. 131-146.

Krater, Joan et al. *Mirror Images: Teaching Writing in Black and White.* Portsmouth, NH: Heinemann (1994) pp. 113-157.

Newkirk, Thomas, ed. *To Compose: Teaching Writing in High School and College.* Second Edition. Portsmouth, NH: Heinemann (1990) pp. 153-157, 273-277.

Romano, Tom. *Clearing the Way: Working with Teenage Writers.* Portsmouth, NH: Heinemann (1987) pp. 85-106.

Wills, Howard. *Writing Is Learning: Strategies for Math, Science, Social Studies, and Language Arts.* Bloomington, IN: EDINFO Press (1993) pp. 1-35.

Personal Collage

Objective

Students make collages that express their personal interests; they explain their collages to classmates.

Materials

Poster board.

Markers, paste, tape, crayons, rulers.

Magazines such as *Rolling Stone*, *Interview*, *Sports Illustrated*, *Vogue*, etc. Try to obtain issues that are current and contain many pictures. Make certain the pictures are appropriate for classroom use.

Lesson Plan

Encourage students to create collages that illustrate their interests and skills and perhaps show what they see themselves doing in the next five years. Walk around the room and talk to each student about the collage.

Remind students that personal essays are due tomorrow.

In-class Activity

Have students work in small groups to create their collages; this gives students an opportunity to work on social skills while completing a project. Working in small groups also gives students an opportunity to exchange and expand upon ideas for the collages.

Student Responses and Teacher Comments

"I couldn't find a magazine I could cut up."

Try to have an adequate supply of magazines on hand. I brought old magazines to class, and several students brought magazines that they were willing to share.

Do not be surprised if a student cuts out a cigarette or alcohol advertisement. (This was taboo in the school in which I student taught.) Explain that all items in the collage must be appropriate for a school setting. If necessary, give examples of material that is inappropriate: drugs, alcohol, tobacco, etc. If students are unsure about the appropriateness of their material, have them check with you first before including it in the collage.

Articles of Student Interest

Objectives

Students choose articles from magazines, newspapers, or journals that they want to read. Students then complete a questionnaire as they read the chosen articles.

Students decide how the writers of the articles obtained their information, and they attempt to determine whether the writers presented their information factually or they frequently inserted their own opinions.

Materials

Article of Interest Questionnaire

Lesson Plan

During the first half of class, students turn in personal essays and complete their collages. Then students share the collages with the class and display them on the classroom walls.

Have students brainstorm in their journals about topics they find interesting. Topics may range from Jerry Garcia, hunting and fashion design, to marine biology. Walk around the room and approve several topics for each student. Then have students select only one topic.

For ten minutes, students write about the topic in their journals, recording what they already know about it. They should also think about additional information they would like to discover about the topic.

Library Activity

Students go to the library to find a magazine, newspaper, or journal article about their chosen topic. Hand out the Article of Interest Questionnaire for the students to complete as they read the articles. Students share discoveries with the class tomorrow.

In-Class Activity

Students share the discoveries they made about their topics. Begin the class by sharing the article that you, as the teacher, chose and responded to according to the Article of Interest Questionnaire.

Then ask the class how they receive information. Do they read or watch the news? Listen to the radio? Do they watch the news on MTV? Ask them what they know about current events.

On the overhead, show a news story about a current, ongoing event. (I chose an article about the Federal shutdown which was prominent in the news when I taught the class. The news story, though factual, clearly reflected the opinions of the reporter and the wire service for which he wrote.) Ask several questions about the article as you read it on the overhead projector. "Were we informed by the article? Did we learn from it? What did we learn? What questions do we have about the event that were not answered in the news story?"

Student Responses and Teacher Comments

"But I don't know what magazine I want to read."

"I'm not interested in anything that's in magazines in the library."

Given the freedom to read whatever article they want, within reason, some students do not know where to begin. Ask these students if they read magazines at home. Which ones? If you can recall a student's interests from the interest inventory, you might name some pertinent magazines, newspaper articles, or journals. If a student persists in telling you that there is noting of interest in magazines or newspapers, you might select a magazine and insist on the student's reading through it. This strategy can be quite effective since the student may not want the teacher's selection and begin searching for a different magazine.

Article of Interest Questionnaire

Who or what is the article written about?

By whom is it written?

What, if anything, does the magazine(s) or newspaper(s) tell you about the writer?

How do you know if the writer is an expert on the topic?

If the article is about an event, was the writer present? If not, how did the writer obtain the information about the event?

If the article is about a person or issue, did the writer interview that person or do research on the issue? Did the writer obtain information from other people? If not, how did the writer obtain the information?

Why do you think the writer is telling the truth about the event, subject, or person?

What, if anything, in the article do you have doubts about? Why?

What are your unanswered questions?

Source

Interesting rubrics for assessing informational, persuasive, and entertainment pieces are included in the following publication which some daily newspapers give to teachers: Sherrye Dee Garrett, et al., *Mastering the Message: Performance Assessment Activities for Understanding Media*. Newspaper Association of America Foundation, International Reading Association, and National Council for the Social Studies.

Unit 2: Media Literacy: Reading, Viewing, Writing, and Thinking Critically about the Media

News and Information

Objectives

Students watch television news blurbs (the headline news) and decide how much they know about a specific issue or event.

Students view a 30-minute newscast that contains information about the same issues or events they saw in the news blurbs. They compare what they learned from each viewing and determine how much they learned from the news blurbs.

Students share the information they have about a specific event or issue before deciding the extent to which they think that they are well informed.

Materials

Television news blurbs (one or two statements about the upcoming news stories).

Full-length television newscast.

Students bring their journals to class.

Lesson Plan

Begin the class with a discussion of news and information. Ask the class: What does it mean to be informed? What must you know about a current event (name one or two) to consider yourself to be well informed? Imagine for a moment that tonight the school board will vote on a school-wide dress code. You know nothing about the proposal. How would you find information about it? If you want to attend the meeting and express your opinion, what information do you need to be sufficiently informed? Why do you consider yourself to be well informed, or not well informed, about the activities in your community? In the state? In the nation? In the world?

I know that not all of you read newspapers or journals when you get home from school, but you may get your news another way. After all, I think almost every household has at least one television set. We get most of our information from newscasts or from news blurbs (frequently called *headline news*) between our favorite television programs. Does this mean we are informed citizens? How are we informed about the world around us? How do current news and information affect our daily lives?

After we have discussed the news, show some news blurbs from a local nightly newscast. Pause the tape after each news blurb and have students write in their journals, explaining why they think they are, or are not, well informed by the news blurb.

Show a full-length newscast. Have students respond in their journals to these questions: What did you learn about the event from the news blurb? What additional information did you learn from the full-length newscast? What questions do you have about the event that were not answered? Why do you feel well informed, or not well informed, about the event? Why do you think the news stories in the full-length newscast were important? Which news stories were not important? Why?

Writing Activity

For homework, students read the responses they wrote in their journals during today's class. After reflection, students respond to the following questions: Why is it important to be informed? Are we truly informed by news blurbs and newscasts? Why or why not? Responses should be a page in length and will be discussed tomorrow in class.

Student Responses and Teacher Comments

"Of course we are informed. Why are we doing this?"

"Who cares? Being informed isn't important. I don't care about what's going on in the world. I can't do anything about what's happening."

"I sometimes watch the news on TV, but I would rather read the newspaper. I get more information about an event from a newspaper than from a minute or two on TV."

Some students will question—even challenge—why they are watching the news in class. If so, explain the purpose of this activity: by viewing news stories, students can decide whether an issue or event is truly important. Also, they can begin to evaluate a news story in terms of its relevance and completeness.

Remind students of the five *W*'s and the *H*: who, what, when, where, why, and how. Write these on the board. Explain that as reporters gather information for their news stories, they attempt to answer those questions.

The student who prefers newspapers to TV news should be encouraged to explain why. One or two students might note that they occasionally read weekly news magazines. They should be encouraged to explain why they read *Time, Newsweek,* or *U.S. News & World Report*. An informative discussion may follow.

Fact and Opinion

Objectives

Students perform an exercise in which they differentiate between statements of fact and statements of opinion.

Students discover how the insertion of a single word or phrase can turn a statement of fact into a statement of opinion.

Students read a local newspaper and record statements of fact and statements of opinion.

Students write two original statements—one fact and one opinion.

Materials

A news blurb on a controversial issue or an issue that is important to a majority of your students. (Try to find a news blurb or full news story on an issue that will evoke an opinion from many students. A news story that is not reported objectively may provoke heated discussion.)
Transparencies.
A class set of newspapers from a local newspaper.
Students bring their journals to class.

Lesson Plan

After having students share and discuss their responses to the news blurbs and newscasts, begin a discussion of fact and opinion.

As we have noted several times in the last few days, reporters try to gather facts for news stories. But what is a fact? Several students may answer that a fact is a statement that can be verified. Write several facts on the board, such as:

Indianapolis is the capital of Indiana.
The Smithsonian Institution is in Washington, D.C.
Gary Paulsen is the author of *Hatchet*.
Katherine Hepburn won two academy awards for best actress.

We can verify each of those statements; therefore, they are facts. However, we can change a statement of fact into a statement of opinion by the insertion of a single word or phrase. For example:

Indianapolis is the beautiful capital of the great state of Indiana.
The extremely talented Katherine Hepburn deserved to win two academy awards for best actress.

Which words or phrases turned each statement of fact into a statement of opinion? How did those words and phrases change the statements from facts to opinions.

Some students had difficulty distinguishing between fact and opinion. Fortunately, I had prepared a transparency that provoked discussion.

Which of the following statements is a fact? Which are statements of opinion?

Fran Drescher plays the Nanny on TV.

Pretty, pert Fran Drescher plays the outrageous Nanny on TV.

Shaquille O'Neal, center for the Los Angeles Lakers, is seven feet one inch tall.

Shaquille O'Neal, the star of the magnificent Los Angeles Lakers, is tall.

Lately, the First Lady has been in the news almost daily. Following are two statements about her from the news. Which one is a fact? Which one is an opinion?

Hillary Rodham Clinton is a congenital liar.

William Safire, a political columnist, called Hillary Rodham Clinton a congenital liar in his column, which is published nationwide.

Let's examine those sentences. The first is definitely a fact. It expresses no opinion. Who can change that fact into an opinion? Have the class decide how the student changed that statement of fact into one of opinion.

Now let's look at the second sentence. Most of us would agree that Ms. Drescher is pretty, but what is *pretty*? What is *pert*? Ask students to give an example of a pretty person or thing. Do all students agree? Define *pert* as *bold and saucy*. Is the Nanny *bold and saucy*? Do all students agree? Explain that words like *short*, *beautiful*, *fat*, *ugly*, *pretty*, and *pert* express opinions. Not everyone agrees on the meanings of those words. Not everyone would agree on which persons to describe as *pretty*, *beautiful*, *glamorous*, *homely*, or *pert*, among other adjectives.

Now let's look at the two sentences about Shaquille O'Neal. Which one is a fact? Which one is an opinion? Why? Which words reflect a person's opinion?

As noted on the transparency, the First Lady is in the news almost every day. Many people like her; many do not. She has been the subject of controversy, and some reporters and columnists have made both positive and negative statements about her. If we define *congenital* as *existing from birth*, what do you think about the first statement? Is it a fact? How can you prove or disprove a statement like that? It would be extremely difficult to prove that someone began lying as soon as he or she started talking. Mr. Safire implied that Mrs. Clinton's lying is an inherent trait. We cannot classify his statement as a fact, but the second statement is a fact. We can prove that Mr. Safire labeled the First Lady "a congenital liar" in his column. Throughout the nation, newspapers and television news quoted him. Unfortunately for the First Lady, many people believed Safire. He wrote his opinion and had it published. But his opinion has not been proven.

We must be very careful about what we accept as fact. A fact is something we can verify. All of us have made comments about friends or enemies that were simply our opinions. Yet, we wanted our listeners or readers to accept them as fact. So we must be on guard. As we read and as we listen to people, we must ask ourselves: "What do they want me to believe? Is it a fact simply because someone wrote it or said it?"

Newspaper Reading and Writing Activity

Note: Many local newspapers provide free class sets of newspapers if you request them from the circulation department several weeks in advance. Some organizations and local newspapers also provide free publications to teachers (see sources).

Have the local newspaper deliver a class set of newspapers. Read aloud the first two or three paragraphs of the lead article. After reading each sentence, ask whether it is a fact or an opinion. Be sure that everyone understands the differences between fact and opinion.

Give students approximately fifteen minutes to read a newspaper section of their choice. They must locate and record five statements of fact and five statements of opinion. At the end of class, students turn in their findings. Discuss the students' findings. Ask students to identify a news story or feature article they read. Does it contain mostly facts or opinions? Why do you think so?

Discuss parts of the newspaper that are primarily expressions of opinion: editorials, feature stories, stories about people, and cartoons. Articles and cartoons in those sections may be based on facts, but they are primarily expressions of opinion.

Look at the classified ads. Most classified ads are fact. But when an ad states that something is in *good* or *excellent* condition or like *new*, then is that a fact or an opinion?

Journal Writing

In your journal, write two sentences about one person, place, or thing. Be prepared to share these sentences with the class. One sentence should be a fact. We should be able to verify all of the information contained in the sentence. The second statement should contain a single word or phrase, or several words, that change that fact into an opinion.

Student Responses and Teacher Comments

"The weather is hot."

A student wrote that sentence as a statement of fact. I explained that some people would consider sixty-five degrees to be hot; to others, it would feel cool. Then I asked this student, "How can we prove, or show, that the weather is *hot*?"

Some students found it difficult to distinguish fact from opinion. I told these students to test whether a statement is fact or opinion by asking themselves: "Can I prove or verify this statement?" Even then, a few students did not understand how the insertion of their opinions could change a statement from fact to opinion.

This lesson took more time than I had planned for. However, I felt this time was necessary and well spent. This lesson helps to prepare students for a lifetime of making decisions for themselves about what is fact and what is opinion; that is, it prepares them to decide what is true and what might be true only in the eyes of the beholder.

Sources

A Guide to Understanding Media and *Mastering the Message: Performance Assessment Activities for Understanding Media* provided useful ideas for several parts of the unit on media literacy. These two publications are sponsored by the Newspaper Association of America Foundation, the International Reading Association, and the National Council for the Social Studies. As noted earlier, some daily newspapers give teachers a free copy of each publication.

An old but useful book containing material on fact and opinion, subjectivity and objectivity, is Edward Jenkinson's *Writing As a Process of Discovery*. Bloomington, IN: Indiana University Press, 1970.

Subjectivity and Objectivity

Note: I did not include this lesson in the original unit. Later, I realized that students must know how to distinguish between subjectivity and objectivity to understand the media and to deal with controversial issues. At first, I was not satisfied with what I had written for this part of the unit. Therefore, I rewrote it several times until I was satisfied with my objectives, lesson plan, activities, and materials. There are many exercises that can be designed to help students understand the differences between subjectivity and objectivity. I have presented only two suggested activities.

Objectives

Students distinguish between subjective and objective reporting.
Students explore how to incorporate a set of facts into a written objective report.
Students turn an objective report into a subjective one.

Materials

Handouts (reporter's notes similar to the one included in this section, or reporter's notes based on a recent news story).
A total of sixteen recent articles from a local newspaper—eight objective articles and eight subjective ones. Pair together an objective and subjective article (one set). Make a transparency of this set. Pair together the remaining articles and staple each set together for use in the cooperative learning activity in this lesson.

Lesson Plan

Pretend for a moment that you have witnessed an automobile accident in which one of your friends was involved. In fact, your friend drove the car that caused the accident. When the police arrive on the scene, they ask for witnesses. Even before questioning you, the police discover, by your actions and by your talking with the driver, that you are a friend. So the police ask you to describe the accident as objectively as possible.

What does it mean to be as objective as possible? What must you do?

Following are some of the answers I hope to get. It may be necessary to ask a series of questions to obtain some of the elements of objectivity.

Give as many facts as I can without inserting my opinion.
Try not to let my feelings for my friend influence what I say.
Don't leave out details just because they might make my friend look guilty.
Try to forget that my friend is involved. Report what I saw as if only strangers were involved.
Avoid adjectives and adverbs that reflect my opinion.

Explain that an objective account does not contain bias or prejudice. It should be communicated from a detached, impersonal perspective.

A subjective account is different. It can be biased or prejudiced. It does not

necessarily rely on facts and is often communicated from a personal perspective.

Now suppose you have the opportunity to give a subjective report of the accident. What might you do?

Here are some of the answers I hope to get:.

I would use positive adjectives, such as *careful* and *sensitive,* to describe my friend. I would use negative adjectives, such as *careless* and *reckless*, to describe the other driver.

I would leave out any facts that could hurt my friend.

I would put my personal opinion in every sentence.

As I noted earlier, a subjective account is personal. It reflects the opinions and emphasizes the thoughts, feelings, and ideas of the writer or speaker.

Now I will hand out information gathered by a young reporter who attended a student convocation. In your journal, write an objective account of the event. You do not need to include every note the reporter made, but you need to include everything that you think is important.

Handout: Reporter's Notes

High school auditorium, full house, 1125 students

10:00 a.m., Tuesday

Principal Carl Jones introduced the speaker, Dr. Robert Johnson.

Dr. Johnson is a cancer specialist at Sandborn Memorial Hospital.

He has been studying the effects of smoking on teenagers for ten years.

About fifty students jeered when they heard the title of his speech, "Can Teenage Smokers Quit?"

Dr. Johnson wore a black, 3-piece suit, a white Oxford shirt, a silver and red striped tie.

Appeared to be in mid-fifties.

He quoted an ABC poll. 97 percent of teens polled said it's not cool to smoke. But one in three teens continue to smoke. Three out of four teen smokers wish they had never started and have tried to quit.

Dr. Johnson told the students that the teens he has treated want to quit. For some, he said, they have already done considerable damage to their lungs and throat. He showed slides of the X-rays of ten of his smoking patients. Gruesome.

Some students in the audience covered their eyes. Apparently one fainted when Dr. Johnson showed colored slides of cancerous lungs and throat.

Several students screamed. Several shouted, "Stop. Don't show more pictures."

About fifty students jeered when the principal thanked Dr. Johnson for his talk.

The principal cut the convocation short. He told the students to return to their classes.

After the convocation, I asked several students what they thought. One said he couldn't wait for lunch period so he could light up. Another said she was so scared by what she saw that she would never start smoking. But two boys and a girl said they liked the taste of cigarettes and enjoyed the lift they got.

Journal Writing

In your journal, write an objective report of the convocation. Be prepared to share your report with the class.

Ask for volunteers to read their reports. Have students discuss the reports and decide if they are, indeed, objective. Students should cite specific examples to support their decision.

Next, have students write a subjective report of the convocation in their journals. They should be prepared to share their reports with the class. Discuss the subjective accounts.

Note: When I teach this part of the lesson plan, I will look for current news stories from which I can make handouts. I will divide the news story into what should resemble reporter's notes. Students will use this handout to write their own objective and subjective accounts. A newspaper article about teenage problems or a local school-related issue is ideal material for the handout.

Co-operative Learning Activity

Have students divide into groups of four or five. Give each group one set of articles that contains both a subjective and an objective article. As a group, students should identify specific reasons why one article is subjective and the other objective. To ensure that everyone contributes, each student must identify at least two statements of evidence that show how the two articles differ.

Source

Associated Press, "Poll: Most teenage smokers wish they'd never started, want to quit," *The Bloomington* (Indiana) *Herald-Times*, June 28, 1996, p. A12.

Analyzing Television Sitcoms

Objectives

Students discuss television sitcoms and then watch the sitcom, "Home Improvement," in class. Then students write their reactions to the situation portrayed and to two or more characters.

Students consider the roles of major and minor characters in TV sitcoms.

Students decide if sitcom characters and situations reflect real life.

Materials

Current episode of "Home Improvement" or other popular sitcom.

TV and VCR.

Questions for the journal assignment (typed or listed on the board).

Students bring their journals to class.

Lesson Plan

Begin the class with a discussion of TV sitcoms. Have students support their answers to the following questions by giving specific examples from actual programs.

Why do you or don't you watch sitcoms on TV? What is your favorite sitcom? Why? Do you think sitcoms are realistic? Why or why not? Why do you think sitcoms reflect the actions or attitudes of today's society? How are current sitcoms different from programs like "Leave It to Beaver" and "The Brady Bunch"? Why are sitcom problems usually solved in a half-hour show that is shortened to about 22 minutes with commercials? When you or I have serious problems, why can't we usually solve them in a half hour?

Before showing a current episode of "Home Improvement," ask the students questions from the following list:

What is your favorite sitcom? Why?

What sitcom don't you like? Why?

Why do you sometimes question the actions or words of sitcom characters?

Describe your thoughts about the situations in which sitcom characters become involved, or trapped. Do you think these situations can happen in real life? Why or why not?

Suppose that people in the year 2050 found a videotape of today's sitcoms. What do you think they would think about America and Americans if they thought sitcoms actually reflected life in the United States in 1996?

How would you feel if Roseanne were your neighbor? Ellen DeGeneres? Tim Allen?

Why do you think the writers of sitcoms develop characters that behave as if they are clueless?

Media Viewing

Show the taped episode of "Home Improvement." (You may show a videotape of a television program one time only without obtaining permission.)

For the next class, have students bring in an appropriate magazine that contains many advertisements.

Journal Writing

Answer the following questions in your journal. You will share your answers with the class.

Why did you like or not like this episode? What do you think of Tim Taylor? Is he believable? Why or why not? Would you want him living next door to you? Why or why not? What do you think of Jill? Why? Why do you like or dislike Al Borland? What role does the neighbor, Wilson, play in the sitcom? Does "Home Improvement" accurately reflect American society? Why or why not? What is the purpose of this sitcom? What is the purpose of most sitcoms?

If you wish, make additional comments about "Home Improvement," another sitcom, or sitcoms in general.

Student Responses and Teacher Comments

"Cool. We get to watch TV in class. Why?"

"What we are supposed to learn from a sitcom?"

Some students often challenge learning objectives, especially if they are fun. Students made the above comments *before* learning details about the journal writing assignment. While they wrote responses to the "Home Improvement" episode, I walked around the room to see how students were doing. Not all students answer questions as thoroughly as teachers would like; therefore, I was pleased to discover that most of the students wrote complete and thoughtful answers. Some commented that they would enjoy living next to Tim Taylor because he would always be working on a crazy project. Other students wrote that they would not want to live next door to Tim because they would not want their house ruined by his experiments.

As they shared their journal entries, several students noted that they did not believe serious problems can be solved in 30 minutes. Asking the students critical questions about sitcoms sparked a thoughtful discussion in class. Everyone had a chance to participate, and everyone had something thoughtful to say.

Discovering Advertising

Objectives

Students consider what makes commercial television possible. They discover that they pay for commercial television by buying the products advertised.

Students discover and discuss basic advertising appeals.

Note: In this lesson, I showed a videotape of Japanese commercials and of a cartoon of a Japanese fable. This was an invaluable tool. As they watched the commercials, students immediately identified the advertising appeals. As they viewed a fable in Japanese, students easily followed the story and discussed it in class. During the discussion of the fable, students noted the elements common to any fable. It was an exciting discussion.

With cable television widely accessible, teachers can record commercials and programs in Spanish. Satellite television enables teachers to record commercials and programs in other languages.

Materials

Video of Japanese commercials and animated fables.

Students bring appropriate magazines to class. The teacher should have some magazines available.

Students bring their journals to class.

Lesson Plan

Students view two Japanese commercials and discuss the basic appeals in advertising that are universal.

After viewing the commercials, ask the following questions: What makes commercial television possible? Who pays for the programs such as news, cartoons, sitcoms, soaps, and talk shows? Do you pay for them? (Not directly. You do not pay an admission to watch television.) Then, just how do you pay? (By buying the products advertised.) Who pays for commercial television directly? (The advertisers.)

Let's look at advertising, starting with magazine ads. Take a minute to leaf through the magazine you brought to class. Look for two advertisements: one you like and one you don't like. Be prepared to explain your selections.

After three or four minutes, ask students to display their advertisements and explain their reasons for both selections. As they show each ad, ask what is appealing or unappealing about it. On what is the advertiser basing the appeal? How does the advertiser try to get your attention?

Following are some basic, universal appeals:

To the need to belong; need to be part of a group—makes you want to join the crowd (jump on the bandwagon).

To the emotions (Do you care? Do you want to help someone?); strong emotional words used.

People just like you—common, ordinary folks—use this product. People who aren't glamorous use it.

Hero worship—uses a famous person to endorse or promote the product.

Appeal to fear—if you use this product, you will not have acne, lose your hair, get fat, not have dates, and so forth.

Source

A Guide to Understanding Media and *Mastering the Message: Performance Assessment Activities for Understanding Media* (both mentioned earlier) provided information on advertising appeals.

Student Responses and Teacher Comments

All of the students enjoyed the Japanese commercials and successfully identified the basic appeals. They also enjoyed watching the Japanese fable, and they successfully followed the story without any knowledge of Japanese.

"I could not find any advertisements that I liked or disliked."

A few students challenged me with the comment noted above. I asked those students to hold up the advertisement they were looking at. Then I asked, "Does that ad appeal to you?" A student replied, "Not really." I asked, "Why?" The student responded with the ever evasive, "I dunno."

I persisted with these students for several minutes, asking if they disliked the color, pictures, or words. Most of the students said why they did or did not like a particular advertisement. If a student still did not respond, I simply moved onto the next student.

Creating Advertisements

Objectives

Students create an imaginary product and a television commercial or a magazine advertisement. They present their commercials and advertisements to the class.

Materials

Product Names transparency.
Project Guidelines for Creating Television Commercial or Magazine Advertisement.
Commercial Presentation Evaluation Scale.
Poster board, markers, tape, rulers, paste, pencils, crayons.
Magazines *(Rolling Stone, Interview, Sports Illustrated, etc.)*.

Lesson Plan

Briefly review the main points about advertising and the basic appeals. What are the basic appeals?

Today we will consider how manufacturers name and advertise their products.

Show the transparency with car names and discuss why manufacturers give cars certain names and ignore others.

Distribute the handout, Guidelines for Creating a Television Commercial or Magazine Advertisement (page 29). Briefly explain the project by telling students that they will work with a partner to create a product and a television commercial or a magazine ad. Then they will present the project to the class. Inform students that you will assess projects according to the items on the Product Presentation Evaluation Scale (page 30).

Circulate around the room and have each pair describe their product to you.

Give students time in class to create their products and to work on their ads or commercials. Then have them make a brief presentation to the class.

Handout: Project Guidelines for Creating a Television Commercial or Magazine Advertisement

1. Create an imaginary product. Give the product a name and describe why it is the best product on the market (What makes it better and/or different from similar products?) Your description should include sufficient and appropriate detail that would make the product saleable.

2. Design your commercial or ad by using one or more of the basic advertising appeals.

3. Display your ad on poster board. If you are creating a commercial, act it out. Your product should be clear and visible, even if you are acting out a commercial.

4. Practice your presentation before giving it to the class. Use the Commercial Presentation Evaluation Scale as a guide.

5. Know your product well. Be prepared to answer questions from your teacher and classmates.

Student Responses and Teacher Comments

"I don't know what to do or to make."

Some students need suggestions when beginning this project. Even though they may not use your ideas, it gives them a starting point.

A few students spent most of the hour simply thinking of an idea to develop. Near the end of the hour, however, some of these students had pulled it together and delivered a creative, finished product; others delivered a less imaginative product but one that followed the basic guidelines. For the most part, students achieved the objectives and enjoyed the project.

Product Presentation Evaluation Scale

Evidence of knowledge of product	1	2	3	4	5	6	7	8	9	10
Evidence of preparation	1	2	3	4	5	6	7	8	9	10
Unity and flow of presentation	1	2	3	4	5	6	7	8	9	10
Appropriateness and correctness of details	1	2	3	4	5	6	7	8	9	10
Content of visual aid	1	2	3	4	5	6	7	8	9	10
Visibility of visual aid	1	2	3	4	5	6	7	8	9	10
Overall delivery	1	2	3	4	5	6	7	8	9	10

Transparency on Product Names

Why do you think manufacturers gave cars these names?

Mustang	Pinto	Bronco
LeSabre	Cutlass	Dart
Cougar	Roadrunner	Lynx

Why do you think manufacturers would not give cars these names?

Pig	Cow	Chicken
Lamb	Turtle	Elephant

Why do you think manufacturers gave detergents and soaps these names?

Zest	Ivory	Dove
Tide	All	Era

Why do you think manufacturers do not give detergents and soaps these names?

Dull	Staino	Musty

Exam on the Media

You will have the entire class period to complete this exam. Be sure to support all of your statements with specific examples from the media or from class.

1. Name each of the basic advertising appeals and give an example of each. You may cite advertisements you have seen or ones presented in class.

2. Who makes commercial television possible? What impact can this have on television programming?

3. Are we really getting all of the news from daily newscasts that we need to be informed? Why or why not? What must you do to be well informed?

4. Explain the differences between statements of fact and statements of opinion. Then under the heading *Fact*, write three statements that can be verified. Under the heading *Opinion*, write three statements that reflect the opinion of a writer or speaker.

5. Explain the differences between objectivity and subjectivity.
   Then under the heading *Objectivity*, write an objective description of a person, place, event, or thing. Your description should contain four to six sentences.
   Under the heading *Subjectivity*, write a subjective description of a person, place, event, or thing. Your description should contain four to six sentences.

6. Think about entertainment programs on television (sitcoms, sports, talk shows, late night shows, etc.). What impact can entertainment programs have on teenagers? Why do you think entertainment programs can influence behavior, buying habits, attitudes, and language? Be specific.

Unit 3: Controversial Issues: Censorship in Public Schools; Reading and Writing about Censorship

Points of View

Objectives

Students consider the many factors that shape an individual's point of view; they discover how their individual points of view are as singular as their fingerprints.

Students compare their accounts of a walk through the school with their classmates' perceptions to discover how their individual points of view shaped their reports.

Students explore the meaning of censorship.

Materials

Students bring their journals to class.

Plan where you are going on the walk through school. (Try to select an area that offers a variety of things for students to see and hear.)

Lesson Plan

Begin the class by stating that we are all individuals and that we all see the world from a distinct point of view.

Today we will share an experience and discover that each of us sees that experience differently. First, we will take a walk through the school. Second, when we return, we will record everything we remember seeing, hearing, and doing as we walked. You may not make written notes during the walk, only mental ones. When we return, we will write our reflections in our journals and share our entries with the class.

I will lead the students around the school, pointing out a few things but not calling attention to everything I see and hear. I will try to walk through areas of considerable activity. I must remember that even though I am leading the group and will probably be distracted several times, I, too, must make mental notes. I will record what I saw and heard in my journal, and I will share my observations with the class.

Note: The school in which I student taught is very large; therefore, it was relatively easy for me to lead students through areas in which there was considerable activity. Had the weather been pleasant and had there been activity outside the school, I would have requested permission to take the students outside for a few minutes. Also, had there been a neighborhood shopping center nearby, I would have included that on the walk. But I did not want the walk to extend much beyond ten minutes.

Journal Writing and Discussion

After we returned to the classroom, the students and I recorded in our journals what we saw, heard, and did on the walk. Next we shared our writing aloud, noting how

some parts of the journal entries were similar but how they were all different. Some students quickly pointed out that their position in the line precluded their hearing and seeing some of the things their classmates did. A few students also noted that they did not record certain things because they thought they were either unimportant or uninteresting. I noted that physical vantage point, level of interest, and perception of importance are only three of the many factors that shape an individual's point of view.

Then I said: "As you know, each person has a distinct set of fingerprints. You also have another distinction: you see, hear, read, and write from your own distinct point of view. What influences your point of view? What other factors, besides the ones we just discussed, shape your point of view?" Students' responses may include: religion, age, family beliefs, gender, geography, degree of involvement, education, background information, vocabulary, and the ability to express themselves orally and in writing.

Discussion

Last week, we discussed situation comedies, the news, and advertising. (See Suggested Journal Writing Activities below.) What we have been studying is called media literacy. It has become a vital part of English classes across the nation. A major goal of media literacy is to prompt you to think critically about the media: newspapers, magazines, television, and radio. The media are primary sources of news, information, and entertainment. As such, they are also sources of controversy.

Let's look at the media for a moment, focusing on controversy. What might you find in newspapers that some people consider to be controversial? (letters to the editor, editorials, opinion polls, and feature stories about teenagers) Which magazines are controversial? (*Mother Jones, Sports Illustrated, Playboy,* etc.) Which television programs are controversial? (*Married with Children, Roseanne, The Nanny, MTV,* daytime talk shows, late night shows, etc.) Even radio and television commercials and printed advertisements can be controversial. Which commercials and advertisements have caused controversy? (Calvin Klein, Camel cigarettes and Joe Camel, liquor commercials, etc.) Sometimes we hear about people in a community who are upset about the use of certain books in public schools. For example: *Huckleberry Finn, The Diary of Anne Frank, The Catcher in The Rye, The Outsiders,* and *My Darling, My Hamburger.* When protestors demand that public schools remove these books from reading lists and library shelves, some of the defenders of the books call that action censorship. Just what is censorship? (See Suggested Journal Writing Activities below.)

Suggested Journal Writing Activities

Students write for ten minutes in their journals, recording what they did, saw, and heard on the walk around the school. Be sure to tell them that they will share their ideas with the class.

For ten minutes, have students respond in their journals to these questions: What factors in your point of view affect your choice of sitcoms to view? Your choice of news programs to view? If you do not watch sitcoms or news programs, what factors affect your decision? What magazines do you enjoy? Why? What kind of entertainment

do you enjoy most? Why? Why do you like or dislike certain ads or commercials? What influences you?

Just what is censorship? Write for five minutes in your journals, recording what you already know about censorship. You can include what you have heard, read, or experienced. Be prepared to share your ideas with the class.

Student Responses and Teacher Comments

"You are crazy. Where are we going? What are we doing?"

Some students questioned our stroll through the school and the freedom to talk quietly to one another as they walked. However, these comments did not affect their journal entries. What was fascinating was that all of the journal entries were different, yet they contained similar elements.

This activity is an excellent tool for pointing out that everyone sees and hears things differently. The source of the differences, of course, is each student's distinct point of view and use of language.

During the censorship discussion, I continually reminded students that everyone is entitled to a distinct point of view. I explained that certain vocal and powerful individuals are entitled to their points of view. Likewise, students have a right to agree or to disagree with those points of view. I said, "When you disagree, however, you will not be effective if you rely only on emotional responses. Rather, you must support your point of view with facts, evidence, and reason."

What Is Censorship?

Objectives

Students define *censorship* in their own words and from their own experiences.

Students discover how people attempt to remove ideas, courses, books, videotapes, and movies from public school classrooms and libraries.

Students recognize that parents and citizens have a right to express their concern about what their children are studying.

Students explore the limits of parental rights.

Materials

Lecture on censorship.

Video: "*Battle Over The Books: Censorship, or Parental Rights?*"

Note-taking guide for the video."*Battle Over The Books: Censorship, or Parental Rights?*"

Transparencies: Thirty Targets of Schoolbook Protesters and Frequently Challenged Novels and Plays.

Lesson Plan

Note: I presented the following lecture to give students as much information as I could about the schoolbook protest movement (see sources). I paused frequently, making certain that students understood what I said, answering questions and giving time for note taking.

Lecture on Censorship

Attempts to censor school materials have escalated dramatically since 1980. Note the word *attempts*. Individual citizens and groups throughout the nation have attempted to pressure school boards, administrators, and teachers to remove books, courses, films, and ideas from public school classrooms. Fortunately, there is no national school board that can remove books and courses across the nation. Instead, individual school boards experience incidents in which concerned citizens from the left and the right call for the removal of materials they think will adversely affect the young. According to People for the American Way and the American Library Association, there are nearly five hundred recorded censorship incidents each year.

So the issue of censorship is of paramount importance to us as citizens, educators, administrators, students, and parents. If we want to be free to teach and learn, we need to be informed about what individuals and groups are trying to do to restrict our freedom. And we should understand why individuals and groups challenge materials and courses, and we must respect their right to challenge. We also need to understand our rights and responsibilities as teachers, parents, and students.

Let me speak briefly to the issue of academic freedom, which is often misunderstood and which plays an important role in the schoolbook protest movement. Academic freedom for teachers in public schools does not give them the license to teach or to talk about anything they choose. The courts have held that teachers can freely explore their subject matter, but they do not have the freedom to go beyond that subject matter. For instance, the courts have decided "that a teacher could not discuss sex in an all-male speech class, that a teacher could not discuss politics in an economics class, that a teacher could not discuss his disapproval of ROTC in an algebra class, and that teachers have no constitutional rights to use unorthodox teaching methods."

Martha McCarthy, a nationally recognized authority on school law and a professor in the School of Education at Indiana University, has written this for teachers: ". . . teachers must rely on the various judicial decisions for general guidance only." And teachers should be "aware of the relationship between the particular materials or teaching methods employed and the course being taught. If methods or materials are completely unrelated to course objectives, their use would not be viewed as legally protected."

Battles over textbooks, over courses, and about academic freedom are not new. Historically, attempts to censor school materials date back to the beginning of public schools in America. Censorship is not only the removal of books and courses; it is also prior restraint. Thus, publishers practice prior restraint by yielding to the pressures of

powerful individuals and groups and by excluding certain information or ideas from their books. For example, in 1867, E.J. Hale and Son of New York advertised: "Books prepared for southern schools, by southern authors, and therefore free from matter offensive to southern people."

After World War I, the Daughters of the American Revolution denounced one history text because it did not "place enough emphasis on military history to make good soldiers out of children." Attempts to remove books and influence publishers arose sharply after World War II. An Indiana state senator tried to rid the entire state of *The Adventures of Robin Hood* because she considered the book to be a communist menace. A school board in Wisconsin prohibited teachers from teaching the metric system in math and science classes because board members thought it was a communist plot. Individuals and groups scoured textbooks, searching for material they thought was favorable to communism.

Shortly after *The Catcher in the Rye* entered schools in the fifties, attempts to remove books escalated. The new age of realism in literature for young adults provoked parents to demand the removal of books by Judy Blume, Robert Cormier, John Donovan, Katherine Paterson, Paul Zindel, and dozens of other authors. English textbooks became the target of protesters in Charleston, West Virginia, where coal miners went on strike; snipers fired at school buses filled with children; and protesters threatened teachers' lives, dynamited three cars, blasted windows in the board of education building with shotguns, and vandalized school buses.

In 1973, the school board in Drake, North Dakota, ordered the burning of a class set of Kurt Vonnegut's *Slaughterhouse Five.* Five years later, the school board in Warsaw, Indiana, turned over a set of Sidney Simonds' *Values Clarification* to senior citizens for burning in a public parking lot.

Today, attempts to remove materials from public schools increase each year. Why? Ed Jenkinson, a nationally recognized authority who studies schoolbook protests, gives several reasons for the rise in attempts. One is the new realism in books for both elementary children and young adults. A second is the addition of courses and/or information on sex education, drug education, values clarification, multicultural education, and AIDS. A third is the dramatic increase in organizations that, among other things, attempt to censor books and courses. In 1979, Jenkinson said that he could list two hundred such organizations, including chapters of national groups. Today, he says that number exceeds one thousand.

Who are the major players in the schoolbook protest movement?

Phyllis Schlafly's Eagle Forum
Norma and Mel Gabler's Educational Research Analysts
Bob Simonds' Citizens for Excellence in Education and National Association of Christian Educators
Pat Robertson's Christian Coalition
The National Organization for Women
The Council on Interracial Books for Children

All of those organizations put pressure on publishers to keep certain ideas and information out of books. Four editors freely admitted to Ed Jenkinson that they have been ordered, by upper management, to keep copies of the Gablers' objections to

textbooks in front of their editors so they would know what to exclude from textbooks. One of the grand ironies is that Ray Bradbury's *Fahrenheit 451*, a classic novel about the evils of censorship, experienced extensive editing when it was included in a school anthology. Bradbury warned publishers that he never wanted his books and stories included in any more school textbooks if they were to be censored by editors. The editors even removed the passage about the lighthouse from the novel since it was an allusion to God.

A recent documentary on censorship, *Battle Over the Books: Censorship or Parental Rights?* shows some major players on both sides of the censorship issue. (You will see that documentary soon.) Of particular interest is the recent focus of Norma and Mel Gabler on what they perceive to be errors in textbooks. Also of interest are Robert Simonds and his attempts to get his followers elected to school boards throughout the nation. His crusade has resulted in nearly 5,000 of his members being elected to boards across the country. Whenever one is elected, attempts to remove books and/or courses usually follows.

Sources

Conversations with Edward Jenkinson in January through March 15, 1996.

Jenkinson, Edward. "Myths and Misunderstandings Surround the Schoolbook Protest Movement." *Contemporary Education.* Vol. LXVI, No. 2, Winter 1995, pp. 70-73.

Jenkinson, Edward B., *The Schoolbook Protest Movement: 40 Questions & Answers.* Bloomington, IN: Phi Delta Kappa Educational Foundation (1986) 127 pp.

Simmons, John S., ed. *Censorship: A Threat to Reading, Learning, Thinking.* Newark, DE: International Reading Association (1994) 279 pp.

Video Viewing

After students listen to the lecture, show the video, "*Battle Over the Books: Censorship or Parental Rights?*" Students complete the Note-taking Guide while viewing the video. Stop the video frequently so students can take sufficient notes. Afterwards, discuss the video. Invite students to ask questions. Next, have students respond to the video and lecture by writing in their journals. Have students answer these questions: What did you learn from the video and lecture? What interested you? Why?

Inform students that all parents and citizens have the right to be concerned about education in public schools. But if a parent objects to a book a child is reading, the parent's rights extend only to that child—not to other students in the class or in the school. As the video showed, however, parents who protest do not always think that way. Point out that no national school board exists. Consequently, parents direct their protests to local school systems. Those parents are not always successful in their attempts to remove books and courses. (A recent estimate shows that 30 to 40 percent of the protests are successful.)

Group Activity

Show the transparency, Thirty Targets of the Schoolbook Protesters (page 41). Discuss the targets, giving each student an opportunity to respond. Then show the transparency, Frequently Challenged Novels and Plays (page 42). After students have responded to the thirty targets and the challenged books, divide the class into small groups.

Each group will discuss one of the thirty targets on the transparency. The groups must list both the pros and cons of the topic they chose and present them to the class. Each group also selects one of the challenged novels that all members of the group know. The group discusses the pros and cons of teaching the book and share their ideas with the class.

Student Responses and Teacher Comments

"What does Bob Simonds do? What is a stealth candidate?"

I had to show the video twice. During the first viewing, I paused after every two speakers. The class had recorded much of the material in their notes, but they wanted to watch the video completely for continuity. The video is only twenty minutes long, so you may want to show it twice—especially if your class consists of diverse learning styles, or if students struggle to complete the Note-taking Guide (below). Also, I suggest a follow-up discussion to ensure that students grasp the essential information presented in the video.

"What is secular humanism?"

"What do people mean when they say that we are learning a different kind of religion in school?"

Make sure you are prepared to discuss all the issues listed on the two transparencies. Before discussing a topic, briefly define it. Otherwise, students will have difficulty discussing the pros and cons for teaching a certain topic.

"What will you say if I agree with one of the protestors?"

Throughout this unit, I had to make several things extremely clear. First, I repeatedly told students that I did not care which side they chose. Second, I said that they were free to choose any side of a censorship issue. Third, I emphasized that no one in class could ridicule or comment on a student's position.

I was pleased with the students' behavior. They did not make negative comments about any point of view. They listened to the information presented and drew their own conclusions.

Note-taking Guide for "Battle Over the Books: Censorship or Parental Rights?"

What did Janet Puze have to say about censorship?
What did Professor Edward Jenkinson contribute?
What did Joan DelFatore say about censorship?
What did the Gabler's have to say? How do they protest school textbooks?
What is Dr. Robert Simonds' stance on censorship and education?
What information did Bob Chase of the NEA give?

What did Dierdre Holliday have to say? What is she concerned about?
What were Rev. Jerry Stinson's concerns?
What is a *stealth candidate*?
What were Barbara Donovan's concerns?

Source

"*Battle Over the Books: Censorship or Parental Rights?*" Ivanhoe Communications, Inc., Orlando, FL, 1995.

Transparency: Thirty Targets of the Schoolbook Protesters

Sex education
Sexist language
Racism, sexism, ageism
Global education
Drug education
Multicultural education
Evolution without creationism
Secular humanism
Critical thinking skills
Mythology
Violence
Ethnic studies
Values clarification
Outcome-based education
New Age religion
Death education (stories and/or discussions about death and dying)
Stories about the supernatural, the occult, magic, witchcraft, Halloween
Stories about pagan cultures and lifestyles
Novels, stories, poems, or plays that portray conflicts between children and their parents, or between children and persons in authority
Literary works that contain profanity or any other "questionable" language
Literary works that portray women in nontraditional roles, anything other than homemaker or mother. (On the other hand, some feminist groups object to illustrations that show women in so-called traditional roles.)
Literature written by homosexuals; literature written about homosexuals; any favorable treatment of homosexuals
Invasions of privacy (assignments or questions that prompt students to reveal private information that could cause harm to themselves and/or their families)
Science fiction
Books and stories that disparage any individual or group
Negative statements about parents, persons in authority, the United States, or American traditions
World geography that mentions "one-worldism"
Psychodrama and role playing
Sensitivity training
News magazines that publish stories about the harsh realities of life (war, crime, death, violence, and sex)

Transparency: Frequently Challenged Novels and Plays

The Adventures of Huckleberry Finn **by Mark Twain**
The American Heritage Dictionary of the English Language
Animal Farm **by George Orwell**
Are You There God, It's Me, Margaret **by Judy Blume**
The Bible
Black Boy **by Richard Wright**
Bridge to Tarabithia **by Katherine Paterson**
The Catcher in the Rye **by J.D. Salinger**
The Chocolate War **by Robert Cormier**
The Color Purple **by Alice Walker**
The Crucible **by Arthur Miller**
A Day No Pigs Would Die **by Robert Newton Peck**
Death of a Salesman **by Arthur Miller**
The Diary of a Young Girl **by Anne Frank**
A Farewell to Arms **by Ernest Hemingway**
Forever **by Judy Blume**
The Grapes of Wrath **by John Steinbeck**
In the Night Kitchen **by Maurice Sendak**
I Know Why the Caged Bird Sings **by Maya Angelou**
A Light in the Attic **by Shel Silverstein**
1984 **by George Orwell**
The Outsiders **by S.E. Hinton**
The Pigman **by Paul Zindel**
The Scarlet Letter **by Nathaniel Hawthorne**
The Wizard of Oz **by Frank Baum**
To Kill a Mockingbird **by Harper Lee**

Source

Gallo, Donald R., "Censorship of Young Adult Literature" in John S. Simmons, ed., *Censorship: A Threat to Reading, Learning, Thinking*. Newark, DE: International Reading Association (1994) p. 115.

Lessons Learned from Three Schoolbook Protests

Objectives

While reading an article about protest incidents in Indiana, students identify ideas, courses, books, games, videotapes, and movies to which protesters objected.

Students discover how protesters can attempt to have materials and courses removed from public schools.

Materials

Copies of "Lessons Learned from Three Schoolbook Protests" by Professor Edward Jenkinson.

Study Guide for "Lessons Learned from Three Schoolbook Protests."

Lesson Plan

Identify difficult terms contained in the article, "Lessons Learned from Three Schoolbook Protests" (see Appendix A). The terms should include *secular humanism*, *Tactics for Thinking*, *globalism*, and others you believe will be difficult for students to understand. Prepare three sets of flash cards. (Each set should contain the same terms and definitions.) Write a term on one side of a card and the definition on the other side.

Divide the class into three groups and distribute one set of flash cards to each group. Have students read their terms and definitions aloud to the group. Each student in each group will serve as an expert for the term defined on his or her card. (There will be a total of three experts for each term.) These experts will serve as references for the entire class. When a classmate has difficulty with a term—an expert will help define it.

At some point in this lesson, have students exchange cards. This provides students the opportunity to serve as an expert for two or more terms.

Knowledge of these terms will help students understand ideas contained in subsequent articles because the terms appear several times. I recommend that the teacher read all of the articles to identify additional, difficult terms. If necessary, prepare additional flash cards.

Writing Activity

Distribute copies of "Lessons Learned from Three Schoolbook Protests" by Edward Jenkinson and the related Study Guide for "Lessons Learned from Three Schoolbook Protests." Read the questions on the study guide before students begin reading silently..

Students read the article on their own. Then students work quietly in groups of two or three to complete the study guide. Discuss the article at the end of class.

Hand out the Guidelines for a Letter to the President of the School Board (page 46). Discuss the objectives of the assignment. Give students the rest of the hour to think about their letter.

Student Responses and Teacher Comments

"I can't find [the answer] in the article."

Reading "Lessons Learned from Three Schoolbook Protests" in Ochoa, Ed., (Jenkinson, 1990) is a demanding assignment. It covers three incidents, is full of detail, and is written at the college level. Even so, it is not beyond students' comprehension. The flash card activity and follow-up discussion helped prepare students. For example, we discussed important terms such as *secular humanism*, *book banning*, *global education*, and *critical thinking skills*. Then I read the study guide aloud. I told students that the sequence of questions on the study guide followed the same sequence as the article. These steps helped make the article readable for the students.

Study Guide for "Lessons Learned from Three Schoolbook Protests"

Why do you think that Professor Jenkinson is concerned about myths that surround reality?

What are some myths that you thought were true?

Where can censorship happen?

What happened in Warsaw, Indiana? Why?

What did Mrs. Miner do? Why?

Who are "People Who Care"? What did they do?

What happened in Tell City? Why did it happen?

What is secular humanism?

Who is Reverend Epley? How was he involved in the Tell City incident?

Why was "Dungeons and Dragons" considered to be offensive?

Who was Anthony Pappano? What did he do? Why?

What is *Tactics for Thinking*? Why was it challenged?

What is globalism? What are the objections to teaching global education?

What was learned from these protests?

What is Professor Jenkinson's point of view? How does he present facts in each of the three incidents? Why do you think that he is or is not objective?

Student Responses and Teacher Comments

One of the most interesting responses to the article came from students who concluded that Professor Jenkinson presented the facts as objectively as possible. Therefore, some students decided that he was on the side of the schoolbook protesters.

Letter to the President of the School Board

Objectives

Students read, write about, and discuss courses and books that protesters find most objectionable. They give reasons both for retaining materials in school classrooms and the library and for removing them.

Students write a letter to the school board, calling for the retention or removal of a course, book, teaching method, or film.

Materials

Guidelines for a Letter to the President of the School Board

Lesson Plan

Begin class by sharing a letter I wrote to the president of a school board. I pointed out that my letter is only an example (see Appendix B).

Explain the criteria for writing a letter to the president of a school board. Allow time in class for students to begin their letters. Walk around the room and conference with each student.

Group Activity

This activity is designed for students to become more familiar with the subject of censorship in public schools.

I assigned four groups to read different articles about censorship. I provided a study guide for each article to help with group discussion and with the group's presentation to the class. I introduced each topic before giving the articles to the groups. I walked around the room and had the groups discuss their article with me. I also discussed how the group might present the article to the class. Each group taught its article to the rest of the class. At the end of class, I collected the letters to the president of the school board.

Student Responses and Teacher Comments

"I don't know how to start the letter. I'm not certain just what I should do."

"I don't know who to be. Who am I to be?"

A few students needed more help than usual. I went over the guidelines with individual students. I also let them use names and addresses from my letter, but they could not use the same topic. Most students wrote as concerned parents or students. Students who wrote as members of a concerned organizations created clever names for their groups.

Guidelines for a Letter to the President of the School Board

You are to write a letter to the president of the school board from one of two completely different points of view.

1. You are an angry parent or student who is enraged about a particular course, unit, book, or film. You demand that the material be removed from the school immediately because you do not want your child (or yourself as a student) subjected to such material.
2. You are a parent or student who is writing to keep a course, unit, book or film that is under attack. You do not want the material removed from the classroom.

You may refer to your notes about censorship to draft the letter, which is worth 75 points.

Please note that this is a formal letter that must follow these guidelines:

1. Your letter should have a return address, the president's name and address, a salutation (greeting), and a complimentary close.
2. In the opening paragraph, clearly state your reason for writing. For example, you are writing because you have just discovered a passage in a book that your child is reading, or you are writing because a certain group of citizens has called for the removal of a course, unit, book, or film.
3. Your letter should reflect your thinking on the subject and it should contain sufficient details. Your letter should explain, in detail, why you oppose or support a course, unit, book, or film. You must explain, in detail, why you want the material removed or retained.
4. Your letter must be written in complete sentences and in coherent, thoughtful paragraphs. (Points will be deducted.)
5. Your letter should be free of spelling, grammatical, and mechanical errors. (Points will be deducted.)
6. Your letter should be between four and five pages in length and typed or written in dark ink. (Points will be deducted.)

Informative Papers

Objectives

Students choose a topic that some protesters have found objectionable; they read a minimum of three articles that reflect at least two sides of the issue; then they write an informative paper, discussing at least two points of view.

Students participate in a peer review of their classmates' papers.

Materials

Note-taking Guide for Informative Papers.
Guidelines for Writing Informative Paper on Censorship.
Four recent articles on censorship. (Try to find articles about topics listed on the Guidelines for Writing Informative Paper about Censorship, page 48.)

Note: Set aside some time in advance to find articles appropriate for this lesson. Do not be overwhelmed with the task of finding at least twenty-five articles about censorship in public schools. The school librarian or a local public librarian can probably help you. If you live in a college town, the campus library should be full of resources. The Internet is also a great resource. There is also an extensive bibliography at the end of this book. The bibliography can help you identify articles written at a variety of reading levels.

I posted a list of all of the articles, and I allowed students to check out two of their three articles from me. I learned that making articles accessible to students made the task of writing an informative paper less overwhelming. Many papers I received were very well written, and the students used their sources effectively. (See Appendix C and D for exemplary articles written by students.)

Lesson Plan

Hand out and discuss the Guidelines for Writing an Informative Paper on Censorship (page 48). Assign and introduce four new articles on censorship. A study guide should accompany each article. Have students return to the groups they formed in the previous lesson. Assign a new article to each group. Have the students read, discuss, and present their articles to the class.

Library Activity

After students select a topic for their informative paper, they should discuss the topic with you. Allow students to check out two of the three censorship articles from you. They can obtain the third article from the library. Hand out the Note-taking Guide for Informative Papers (page 48).

Student Responses and Teacher Comments

"I don't know which topic to write about."

I tried to recall which topics the students chose for their letters to the president of

the school board. If the students enjoyed the topics and handled them well, I suggested that they would be appropriate for the informative paper. The students will become better informed on the issues. If this suggestion did not help, I asked students to name a subject they liked or disliked. I then encouraged them to consider why protesters might be upset with that subject or why some parents would defend it. I also suggested that students consider writing about a controversial novel they like or dislike. Eventually, all students selected a topic.

"I could not find another article."

Several students wanted to check out all three articles from me. Before the library activity, I informed the librarian about our visit to do research on censorship. When we arrived, the librarian was prepared to help students find pertinent articles. I was also available to help.

Note-taking Guide for Informative Papers

What is the title of the article, book, or chapter?

Who is the author?

What main point(s) does the author make?

From what point of view is the author writing?

What do you know about the author's qualifications for writing the article or book?

Copy the sentences or paragraphs that you will quote in your paper. Write the page number of the sentence or paragraph in parentheses.

Guidelines for Writing an Informative Paper on Censorship

Write a four- to six-page paper informing your reader of both sides of a censorship issue. You must cite at least three sources. You may choose one of the following topics:

Censorship of novels or nonfiction, such as *Catcher in the Rye, Diary of a Young Girl: Anne Frank, Romeo and Juliet,* etc.

Censorship or selection of literature before it enters the public or school libraries. You may interview a librarian as one of your resources. Explain the difference between censorship and selection.

Censorship of textbooks before they are published. (An example is the Gablers' work as citizen reviewers and their call for changes to be made in textbooks. Also, publishers decide what authors may or may not include in novels and textbooks.)

Censorship of courses. Choose one of the following: sex education, creationism given equal time with evolution, global education, multicultural education, values clarification, or critical thinking skills.

Censorship of films and videos shown in public schools.

Please note that your paper must follow these guidelines:

1. Your paper should contain an introduction to the issue. You should state why the issue is important and briefly describe the opposing point(s) of view.
2. Your paper should contain a body that discusses the opposing points of view on the issue. You must cite evidence for each point of view you discuss. Be sure to explain the main points and important details pertaining to both sides.
3. Your paper should include a conclusion. The conclusion should contain a summary of the main points and a statement about what one can learn from both points of view.
4. Your paper must be written in complete sentences and in coherent, thoughtful paragraphs. (Points will be deducted.)
5. Your paper should be free of spelling, grammatical, and mechanical errors.(Points will be deducted.)
6. Your paper should be four to six pages in length, double spaced, written neatly in dark ink or typed. (Points will be deducted.)
7. Your paper should include a bibliography of the sources you cite. You must cite at least three sources. (Points will be deducted.)

Mini-Lessons on Writing Informative Papers

Objective

Students discover how to edit their own and their peers' papers through mini-lessons and peer reviews.

Materials

Peer Review sheets.
Excerpts from articles on controversial issues.

Lesson Plan

Note: By reading and discussing short articles or excerpts each day, I could acquaint students with controversial issues and points of view they may not have considered. I also used the days for mini-lessons and peer editing. As I read the final drafts of the informative papers, I discovered that the time spent on reading and discussing the articles, on the mini-lessons, and on peer editing paid dividends.

Day 1: Begin class by introducing and reading an article (or excerpts) on a topic for the informative paper assignment. Ask questions about the article as you read it aloud. Follow up with a brief discussion about the article.

Present a mini-lesson on how to incorporate notes into a first draft. Then give students time in class to begin writing a first draft. Circulate around the room and check on each student.

Day 2: See *Day 1* for reading and discussing an article or excerpts.
Have students form small groups of three to do peer editing. Members of the group should briefly discuss the topics of their papers and their progress in writing the papers. Then each member of the group reads the other two students' papers and completes a Peer Review form for each paper. Remind students that the reviews should be helpful, not hurtful. Check to see how the groups are doing. Note the errors and weaknesses that the groups identify in the reviews. Use these as examples for the next mini-lesson.

Day 3: Begin class with a mini-lesson over the errors and weaknesses you noted during the previous peer review.

See *Day 1* for reading and discussing an article or excerpts.

Allow students the remainder of class time to begin their second drafts. Walk around the room and have a short conference with each student.

Day 4: See *Day 1* for reading and discussing an article or excerpts.
Have students return to their small groups to continue peer editing. Each person discusses the topic of their informative paper and describes their progress. Have each person read each group member's paper and complete a Peer Review sheet. Remind students that the reviews should be helpful, not hurtful. Check to see how the groups are doing. Note the errors and weaknesses that the groups identify in the reviews. Use these as examples for the next mini-lesson.

Day 5: Begin class with a mini-lesson about errors and weaknesses you noted during the previous peer review. See *Day 1* for reading and discussing an article or excerpts.

Allow students the remainder of class time to begin their final drafts.

PEER REVIEW (25 points)

Reviewer _____ **Writer**_____

Your task is to answer each of the following questions clearly and thoroughly. What you write should help the writer improve the paper. You will be graded on how well you answer each question and how much help you provide the writer.
Remember that you are evaluating the writing, not the writer.
Do not simply point out flaws. Help the writer clarify his or her thoughts.

1. How can the author clarify what he/she is trying to say?

2. How can the author help you understand the importance or meaning of the subject?

3. Which paragraphs need additional supporting details? Why?

4. Which paragraphs contain unnecessary or unimportant details that should be removed? Why?

5. In what section does the author need to make his/her meaning clearer? (Where do you say, "I don't quite understand this?")

6. Which paragraph(s) need to be moved to a different section to improve flow and understanding?

7. Does the author present both sides of the censorship issue? Where?

8. What are the strengths of this paper? Which paragraphs or ideas are well written?

9. Where does the author make him/herself most clear?

10. Point out all awkward sentence structures in the paper.

11. Point out all run-on sentences.

12. Point out all sentence fragments.

13. Does the author use proper subject/verb agreement? Point out the problem(s).

14. Does the paper contain proper punctuation? What needs to be changed?

15. Does the paper contain misspelled words? Which ones?

Check all of the following items that apply. This paper:

____ is well written.
____ is clear.
____ is coherent.
____ is vivid.
____ is fluent; smooth.
____ is profound.
____ has few errors.
____ shows a strong voice (personality).
____ shows control of topic.
____ shows skillful word choice.
____ involves the reader with the topic.
____ explores more than one angle.
____ is well organized.

Unit 4: Speaking about Controversial Issues: Persuasive Speeches on Censorship

Persuasive Speeches

Objectives

Students choose a controversial topic for a persuasive speech, and they research that topic before deciding the position they will take in the speech.

Students deliver persuasive speeches.

Students evaluate their peers.

Note: Students have already read, written about, and discussed controversial issues relative to the schoolbook protest movement. They may want to continue with one of those topics, or they may choose a non-censorship, controversial issue for the persuasive speech. Regardless of choice, they must clear the topic with the teacher.

Materials

Four handouts: Choosing a Topic, The Persuasive Speech, Outlining a Speech, Evaluation (pages 54-57).

Lesson Plan

Discuss persuasive speeches. What is a persuasive speech? How do we use persuasion in everyday life? What type of language do we use when we try to persuade a person or group? How is persuasion like advertising? Why do you think we use the same basic appeals when we try to persuade people? What professions use persuasion frequently? What makes a person effective when using persuasion?

Allow students the remainder of class time to complete the final drafts of their informative papers. Have students hand in the final drafts of their informative papers.

Explain the criteria for an effective persuasive presentation by referring to handout four. Discuss good tactics for effective speaking. What would make you listen to someone else? Illustrate how a person would stand and deliver a persuasive speech. Being confident about your knowledge of the subject and what you have to say is a key element in the art of persuasion.

Distribute Handout One: Choosing a Topic. Explain the handout and give students time to complete it.

Schedule library time so that students can search for more information for their informative speeches.

Distribute Handout Two the next day. Explain the handout and give students time to complete it.

Distribute Handout Three and carefully take students through each part of the speech outline.

Handout One: Choosing a Topic

You have already gathered information on, written about, and discussed controversial issues about the schoolbook protest movement. You may choose one of those topics for your persuasive speech, or you may choose a different topic that the teacher will approve.

Choose a topic about which you have a strong opinion. Consider choosing a topic on which some of your classmates have differing opinions.

Topic_____

My opinion_____

Logical reasons I might give to support my opinion_____

_____

Emotional appeals I might use to support my opinion_____

_____

Handout Two: The Persuasive Speech

Topic: _____

General purpose: To persuade my classmates to accept my point of view.

Specific purpose: (Example: To persuade my classmates that they must be familiar with Biblical literature if they are to understand allusion and symbol in contemporary and classical literature.)

My specific purpose: _____

_____

Length of speech: _____ minutes

Audiovisual materials to be used: _____

Possible sources of information: _____

_____

Write your thesis (proposition or position) here: _____

_____

List some reasons and evidence you can use to support your thesis: _____

_____

List some emotional appeals you can use to support your thesis: _____

_____

Handout Three: Outlining a Speech

Title: *The Public Schools Should Teach the Bible as Literature*

I. Introduction

No other collection of books has influenced Western culture more than the Old Testament. No other collection has been printed in as many languages and in as many editions. No other collection is more worthy of study in the schools.

II. Thesis

To be truly literate, a person must be acquainted with at least some of the major stories in the Old Testament.

III. Body

Contrary to popular belief, the Supreme Court has ruled that the Bible is worthy of study for its literary and historic qualities. (Elaborate on the decision in *Abington* v. *Schempp*.)

A. The study of the Bible as literature. Examining various Biblical literary types (genres).
B. The study of the Bible in literature. Old Testament stories serve as the basis of allusion and symbol in classical and contemporary literature. Give examples.
C. The study of the Bible and literature. Students examine classical and contemporary literature based on Biblical stories. Give examples.

IV. Conclusion

Call to action by students to persuade school board to include a course on the Old Testament as literature in the English curriculum.

Handout Four: Evaluation

This simple checklist is designed so that you can quickly evaluate your peers during their persuasive speeches. Five is the highest number for each item on the list.

	Circle One				
The speaker clearly stated the topic.	1	2	3	4	5
The speaker made the thesis clear and understandable.	1	2	3	4	5
The speaker presented ample evidence to support the thesis.	1	2	3	4	5
The speaker used effective emotional appeals.	1	2	3	4	5
The speaker had a strong conclusion.	1	2	3	4	5
The speaker's voice and articulation were effective.	1	2	3	4	5
The speaker established eye contact with the audience.	1	2	3	4	5
The speaker used gestures effectively.	1	2	3	4	5
The speaker stood firmly on two feet and commanded the audience's attention.	1	2	3	4	5

Student Responses and Teacher Comments

"Do we have to talk about censorship?"

I tried to make it very clear that students could select their topics. They could give a speech about the schoolbook protest movement, or they could speak about a controversial issue I approved.

"I don't want to give a speech."

Some students do not like to stand in front of a class. They become very nervous. One effective strategy is to let the student stand by the desk or even sit and give the speech. I am told that this strategy helps students overcome their fears.

Sources

Hopkins, Mary Frances, et al. *Contemporary Speech.* Lincolnwood, IL: National Textbook Company (1990) pp. 101-118.

Jenkinson, Edward B. "The *Bible*: Source of Great Literature and Controversy" in Nicholas Karolides, et al., eds. *Censored Books: Critical Viewpoints.* Metuchen, NJ: Scarecrow Press (1993) pp. 98-102.

The Schoolbook Protest Movement: An Annotated Bibliography

Note: For the informative papers that the students wrote, I made single copies of some of the articles in the books annotated below. I also made single copies of the annotated articles and of several of the items I downloaded from the Internet.

Books and Journals

Buehrer, Eric. *The New Age Masquerade: The Hidden Agenda in Your Child's Classroom.* Brentwood, TE: Wolgemuth & Hyatt (1990) 165 pp.

When he wrote this book in 1990, Eric Buehrer served as executive vice president of Citizens for Excellence in Education (CEE). Founded by Dr. Bob Simonds as a sister organization to the National Association of Christian Educators (NACE), CEE's goals are to return public schools to their Christian heritage and to rid them of secular humanism, the New Age religion, and global education, among other evils. To accomplish their goals, CEE and NACE urge their followers to run for school boards and to change the curriculum. CEE, according to Simonds, has seen more than three thousand of its followers elected, and they have waged war on the perceived evils in public schools. In this book, Buehrer focuses on only a few of these evils in these ten chapters: (1) Turning the Hearts of the Young; (2) Masked Vision; (3) What's Right About Global Education; (4) One World Culture: No More Western Civilization; (5) Cultural Relativity: No More Absolutes; (6) Political Resocialization: No More Patriotism; (7) The New Age Agenda; (8) New Agers in Public Schools; (9) Hypnotizing Children into the Occult; (10) The Call for One World Government. The appendix is entitled Blowing the Whistle on Global Education.

Buehrer, Eric. *The Public Orphanage: How Public Schools Are Making Parents Irrelevant.* Dallas, TX: Word Publishing (1995) 244 pp.

Eric Buehrer left CEE (see above) to become the founding president of Gateways to Better Education. In the first chapter of this book, Buehrer states his thesis: "The difference between a school and an orphanage is that a school's mission is to teach children while an orphanage's job is to care for them. As America's social ills mount, we have turned to our public schools for salvation. We have expanded the school's mission in an attempt to solve our problems. In the name of *helping* parents we have, in essence, asked school to *replace* them." Buehrer finds these evils, among others, lurking in the orphanage: homosexuality, pedophilia, multiculturalism, feminism, global education, and outcome-based education. The volume contains these eighteen chapters: (1) The Public Orphanage; (2) The New "Pro-Family" Movement; (3) The School as Family; (4) Caring for the Whole Child; (5) Troubles in the Orphanage; (6) From Schools to Orphanage: A Quick History; (7) Clashes Over Selection of Materials; (8) Sex Education and School Clinics; (9) Feminism and the Classroom; (10) The New Liberal Arts 101: Multiculturalism; (11) The New Liberal Arts 102: Eco-Educators and Global Educators; (12) The Gay Nineties: Homosexuality in the Classroom; (13)

Pedophilia: The Next Civil Right?; (14) The Value of Learning in the Orphanage; (15) The Feds Are Coming!; (16) Encouraging Signs; (17) Breaking the Orphanage Syndrome: A Paradigm Shift; (18) Becoming a Relevant Parent.

Contemporary Education. *Censorship and the First Amendment.* Contemporary Education. Vol. LXVI, No. 2, Winter 1995, pp. 68-111.

Three-fourths of this issue of *Contemporary Education* is devoted to censorship and the First Amendment. In an introductory article, the editor of the journal calls attention to what he perceives to be a new threat to the First Amendment: "As the splendid liberal establishment has created bureaucracies to protect the rights of special interest groups, it has also seen fit to trample on the constitutional rights of all academe. Educators are routinely told that there are things that they must not say, thoughts that they must not publish, acts they must not do, and questions they must not ask. These attempts to police thoughts and control minds are done in the interest of what has come to be called being "'politically correct.'" The titles of the articles devoted to censorship and their authors follow: Politically Correct Meets Death by Cheeseburger (David Alan Gilman); Myths and Misunderstandings Surround the Schoolbook Protest Movement (Edward Jenkinson); Academic Freedom and Sexual Harassment (Lorna Veraldi); Stifling Student Expression: A Lesson Taught, A Lesson Learned (Thomas Eveslage); School Public Relations: Do It Right or Don't Do It at All (David Martinson); Educating for the First Amendment (William J. Click); Censorship Becomes a Way of Life for High School Journalists (Lillian Lodge Kopenhaver); Building Support for Academic Freedom (James K. Daly et al.); Living the First Amendment: Beneficial for Three Reasons (Guido Stemple); Censorship (Paul D. Hightower); Censorship: The Best Defense Is a Good Offense (Steven L. Layne); Who Should Be Teaching Values to Children? (Sharon Vincz Andrews).

DelFattore, Joan. *What Johnny Shouldn't Read: Textbook Censorship in America.* New Haven, CT: Yale University Press (1992) 209 pp.

Joan DelFattore's research into censorship incidents in the late '80s is exhaustive. She carefully documents the court cases on secular humanism that protesting parents filed because they believed that the schools were preaching a religion through their courses and textbooks. She notes that even though the parents lost the lawsuits, their impact on publishing and the schools was profound. In her final chapter, she urges parents who want their children to be free to read and to study a wide range of ideas to become actively involved since "textbook censorship affects students in all American schools, public and private alike." The titles of the ten chapters follow: (1) Romeo and Juliet Were Just Good Friends; (2) Power Struggle; (3) A Clash of Symbols; (4) Judgment Day; (5) This Message Will Repeat Itself; (6) A Monkey's Uncle; (7) Theme and Variations; (8) The Customer Is Always Right; (9) Market Force; (10) Into the 1990s.

Detwiler, Fritz. "A Tale of Two Districts." *Educational Leadership*. Vol. 51, No. 4, Dec. 1993/Jan. 1994, pp 24-27.

Fritz Detwiler gives a detailed account of how two school districts in Michigan attempted to cope with critics of a long-term systematic reform initiative: Communities for Developing Minds, created by the Institute for the Development of Educational Ideas. Public pressure against the initiative became so intense that school boards in both Blissfield and Adrian reviewed their decisions to adopt the project. Adrian stood firm; Blissfield withdrew. After two years, "public confidence in the Adrian schools has returned. . . . In contrast public confidence in the Blissfield schools remained low for two years." Detwiler gives a detailed account of how the communities responded to the initiative in both districts. He concludes his article with this comment: "Educators need to understand that public trust is not as deep as it used to be. When challenges do arise, welcome the opposition into open and structured discussion. In fact, insist on it. Structure the discussion so that arguments can be responded to with counter arguments and evidence with counter evidence. Push each other to the point at which the basic assumptions of the positions become revealed. When this occurs, unreasonable Christian right opposition will alienate itself from the general public. Such a strategy provides a unique opportunity to demonstrate the value of critical thinking and multicultural debate to strengthen American democracy."

Gabler, Mel and Gabler, Norma with James C. Hefley. *What Are They Teaching Our Children?* Wheaton, IL: Victor Books (1985) 192 pp.

In the introduction, James C. Hefley describes two *citizen reviewers* of textbooks submitted for adoption in Texas: "Mel and Norma Gabler are, without doubt, the most publicized and controversial couple in American education. Hardly anyone who has heard anything about them remains neutral. They're either hated or adored, praised or shellacked, labeled saints or censors." This is the third book about the Gablers and their battles over textbooks. Although it is eleven years old, it is still used as a guide by countless parents who are unhappy with public schools and textbooks. The volume contains the following chapters: (1) Textbooks Have Changed—Or Haven't You Noticed?; (2) How Public School Curriculum Got the Way It Is; (3) Religion Is Back in School; (4) America Is No Longer Beautiful in Our Textbooks; (5) Miseducation in Sex; (6) Lessons in Despair; (7) Children Adrift; (8) Mental Child Abuse; (9) Evolution vs. Creation: Where the Battle Lines Are Drawn; (10) The Battle for the Family; (11) How to Get Better Books into Your School and Survive; (12) What More Can Parents Do? In that last chapter, the Gablers suggest that parents search for alternative public schools that teach traditional morality and not values clarification. They also recommend private schools, Christian schools, and home schooling. The Gablers declare: "We want the public schools reformed. Our fight for better textbooks proves that interest."

Hudson, Kathi. *Reinventing America's Schools*. Volumes 2 and 3. Costa Mesa, CA: Citizens for Excellence in Education (undated) Vol. 2, 95 pp., Vol. 3, 129 pp.

These publications of Citizens for Excellence in Education are subtitled: *A Practical Guide to Components of Restructuring & Non-Traditional Education*. Volume 2 is divided into these sections: Introduction; Unconventional Classrooms; Whole

Language; Cooperative Learning; Interdisciplinary Teaching Methods; Peer Counseling. Volume 3 contains these sections: Introduction; Holistic Approaches; Vocational Education; Assessment Testing; Technology in the Classroom. According to a CEE order form, Volume 1, which I do not have, contains these sections: Outcome-Based Education; Multiculturalism; Social Services; Site/School-Based Management; School Year/Day.

Jenkinson, Edward. "The Perceived Threat of Global Education." *Global Connection* (A publication of the Association for Supervision and Curriculum Development). Vol. 4, No. 4, March 1996, pp. 5-7.

Edward Jenkinson writes that the purpose of this brief article is to focus "on some of the sources of the deep concern about, the animosity toward, and the fear of global education." He cites Norma and Mel Gabler, Tim LaHaye, William Bowen Jr., Texe Marrs, Pat Robertson, Eric Buehrer, and Lynn Stanley, all of whom oppose global education. He also cites two federal court cases, Marilyn Ferguson and Russell Chandler, who write about the New Age, and Fritz Detwiler, whose article is annotated in this bibliography.

Jenkinson, Edward B. "Lessons Learned from Three Schoolbook Protests", in Ochoa, Anna S., Editor, *Academic Freedom; To Teach and To Learn: Every Teacher's Issue*. (1990) National Education Association Professional Library, West Haven, CT.

The five chapters of this book on teachers; need and responsibility to prepare themselves for criiticisms and attacks on their teaching methods and materials deal with the scope of censorship issues, the significance of academic freedom, recent judicial rulings, school-community tensions, and case studies of censorship cases. The fifth and final chapter, "Lessons Learned from Three Schoolbool Protests": (Edward Jenkinson), outlines myths about schoolbook protests and describes three Indiana experiences.

Jenkinson, Edward B. *The Schoolbook Protest Movement: 40 Questions & Answers*. Bloomington, IN: Phi Delta Kappa Educational Foundation (1986) 127 pp.

Though this book is ten years old, Phi Delta Kappa continues to advertise it as a valuable resource for teachers, administrators, and school librarians. About censorship in the schools, Edward Jenkinson writes: "No one can predict where it will occur; no one can foretell what book will inflame citizens to the point that they will attempt to have it removed from classrooms and libraries—or even have it burned. No book is safe, I learned. Any idea is a target for someone." In this book, Jenkinson answers the questions he was most frequently asked as he lectured and spoke throughout the nation. Following are only twenty of the forty questions: What is the schoolbook protest movement? Is there evidence to support the claim that the number of incidents of schoolbook protest is rising annually? Why do the schoolbook protesters maintain that they are not censors? What is the difference between censorship and selection; between censorship and consciousness raising? Why do opponents of the schoolbook protest movement invoke the First Amendment? What are the students' rights to learn? How have the courts responded to censorship of school materials? What are parents'

rights if they wish to keep their children from reading or learning something to which they are opposed? What are some of the tactics of the schoolbook protesters? Who are some of the schoolbook protesters? Who are the Gablers and how do they affect textbooks that are used throughout the nation? How does the Texas textbook adoption process affect textbooks used throughout the nation? What is the religion of secular humanism? What arguments can be used to refute the charge that the schools preach secular humanism? How have courts responded to the charge that the public schools preach secular humanism? What steps should school systems take to prepare for censorship attempts? What are the ingredients of a good materials selection policy? Are there model instructional materials selection policies that school systems can use

as guides? What steps can be taken to enhance academic freedom for teachers? What is the role of an administrator in a censorship incident?

Jones, Janet L. "Targets of the Right." *The American School Board Journal.* April 1993, pp. 22-29.

Ten years before she wrote this article, Janet Jones noted that some of the major targets of school critics included the following: secular humanism, values clarification, critical and creative thinking skills, sex education programs, global studies (because of its alleged connection to secular humanism), guidance counselors, the Junior Great Books, various literature anthologies, evolution, and new math. When legal attempts to rid the schools of secular humanism failed, religious right groups focused attention on the New Age religion, the *Impressions* reading series, witchcraft, whole language, integrated and thematic instruction, relaxation and stress-reduction programs, global studies (because of its alleged New Age connection), and holistic health. Jones says the tactics have changed to include strategies designed by national organizations, the election of "stealth candidates" to school boards, legislation, and litigation. She offers twelve steps that school boards can take to "guard against unwarranted encroachment from the religious right without trampling on the legitimate rights of concerned parents."

Karolides, Nicholas J. et al., eds. *Censored Books: Critical Viewpoints.* Metuchen, NJ: Scarecrow Press (1993) 498 pp.

In the first essay of this book containing sixty-three essays by authors and educators, Arthur Miller writes: "What a strange irony it is that at the very moment when all over Europe and Latin America repressive regimes have been driven out of power and with them their censors from office, that we Americans should be increasingly discovering the uses of censorship over our own writers and artists. The devil, as once was said, has many disguises; defeated in one place he pops up somewhere else." He concludes his essay thus: "Censoring Shakespeare won't make us good and may possibly make us a little more stupid, a little more ignorant about ourselves, a little further from the angels. The day must come when we will stop being so foolish. Why not now?" Some authors of the essays include: Robert M. Adams, Rudolfo A. Anaya, James Bertolino, Norbert Blei, Robin F. Brancato, Sue Ellen Bridges, Paula Fox, Lee Bennett Hopkins, Norma Fox Mazer, James A. Michener, Opal Moore, Zibb (Elizabeth) Oneal, Katherine Paterson, Frederik Pohl, William Sleator, Mary Stolz, and John A. Williams. Some books defended in the essays include: *The Adventures of Huckleberry Finn, Anne Frank: The Diary of a Young Girl, Annie on My Mind, Are You There, God? It's Me, Margaret, The Bible, Black Boy, Black Like Me, Bless the Beasts and Children, Blubber, Brave New World, The Catcher in the Rye, Catch-22, The Chocolate War, A Clockwork Orange, The Color Purple, The Crucible, Death of a Salesman, Deenie, Deliverance, A Farewell to Arms, Flowers for Algernon, Forever, Go Ask Alice, The Good Earth, The Grapes of Wrath, A Hero Ain't Nothin' But a Sandwich, I Know Why the Caged Bird Sings, In the Night Kitchen, Julie of the Wolves, A Light in the Attic, The Learning Tree, Lord of the Flies, "The Lottery," Manchild in the Promised Land, 1984,*

Of Mice and Men, The Outsiders, The Scarlet Letter, A Separate Peace, Slaughterhouse-Five, To Kill a Mockingbird, Where the Sidewalk Ends.

Michaelsen, Johanna. *Like Lambs to the Slaughter: Your Child and the Occult.* Eugene, OR: Harvest House (1989) 352 pp.

In only one sentence, Johanna Michaelsen names four evils in today's society: "*Western occultism* and *Humanism* have embraced *Eastern mysticism* to their bosom, and the bizarre offspring of this union has been christened the *New Age Movement.* What was once the squalling infant of the hippie era is growing up fast. The New Age Movement is spreading its roots into every facet of our society." Michaelsen warns: "We are raising a generation of children to be psychics, shamans, mediums, and occultists—a generation of children for whom there are no absolutes, no right or wrong, no morals, no allegiance to government or family." This generation is "being groomed to believe that Christianity is dead." Children are "carefully being programmed to understand the imperative for a one-world government, a one-world ruler, and a one-world religion." The titles of her fifteen chapters follow: (1) The Beautiful Side of Evil; (2) The Humanist Conspiracy; (3) Your Teacher the Occultist?; (4) Gifted, Talented, and Other Hazards; (5) Your Kid the Psychic; (6) Your Kid the Yogi; (7) Shamanism 101: What You See Is What You Get; (8) How to Meet Your Spirit Guide; (9) Angels of God or Angels of Light?; (10) Truth Under Siege; (11) Halloween; (12) The Season of the Witch; (13) Nothing to Toy With; (14) The Hideous Side of Evil; (15) What's a Parent to Do?

Simmons, John S., ed. *Censorship: A Threat to Reading, Learning, Thinking.* Newark, DE (1994) 279 pp.

I made single copies of at least ten chapters from this book for my students to use as sources for their informative papers. In chapter two, James Anthony Whitson writes: "There is no real literacy that is not critical literacy, and critical literacy is necessarily threatened at the deepest level by the censors and their ideology of education. When we are told to teach students how to read and write but to 'leave their minds alone,' we need to be able to explain in the most specific and convincing terms why this is not possible; for there is no way for students to attain literacy without a critical, and potentially transformative, engagement of their minds." The titles of the twenty-two chapters and the authors follow: (1) Dimensions of Critical Reading: Focus on Censorship Elements (John S. Simmons); (2) Critical Literacy Versus Censorship Across the Curriculum (James Anthony Whitson); (3) Tactics Used to Remove Books and Courses from Schools (Edward B. Jenkinson); (4) Censorship and the "New Age" (Robert J. Marzano); (5) Censorship in Schools: Three Case Studies (Marc Ravel Rosenblum); (6) Political Correctness—The Other Side of the Coin (John S. Simmons); (7) A Book Is Not a House: The Human Side of Censorship (Robert Cormier); (8) Censors and the New Proposals for Literacy (Robert E. Shafer); (9) The Impression Series: Courtroom Threats to Schools (Ruth A. McClain); (10) The Elementary School: Censorship Within and Without (C. Jane Hydrick); (11) Children's Supernatural Stories: Popular But Persecuted (Carl M. Tomlinson and Michael O. Tunnell); (12) Censorship of Young Adult Literature (Donald R. Gallo); (13) Social Studies and Critical Thinking

Skills Versus Censorship (Jack L. Nelson); (14) History Textbooks, Critical Reading, and Censorship (Rodney F. Allen); (15) Teaching Evolution: Past and Present (Lawrence C. Scharmann); (16) Negotiating the Narrow Path: Responding to Censorship in the 1990s (Rebecca Bowers Sipe); (17) Advice for School Administrators (Hugh Agee); (18) Preparing the New English Teacher to Deal with Censorship, or Will I Have to Face It Alone? (Robert C. Small, Jr.); (19) A Plan of Action for Secondary English Teachers (Malcolm E. Stern); (20) Tips For School Library Media Specialists (Anne Levinson Penway); (21) A View from an Elected School Board Member (Linda S. Grantham); (22) Ten Steps Toward the Freedom to Read (Ken Donelson).

Simonds, Robert L. "A Plea for the Children." *Educational Leadership*. Vol. 51, No. 4, Dec. 1993/Jan. 1994, pp. 12-15.

In this article in a national educational journal, Robert Simonds lists these two goals for Citizens for Excellence in Education (CEE): (1) to return academic excellence to our public school classrooms, and (2) to return moral sanity to our schools, in all subjects. (See the goals of CEE and NACE in the annotations of two Simonds' manuals below.) Simonds writes that 210,000 members of CEE want school reform because without it: "Their children's faith in God will be subtly destroyed. Their children will learn New Age religious practices, falsely equated with Christianity, through hypnotism (called 'relaxation exercises'), the occult, necromancy, and Eastern religious practices. Their children will be subjected to the negative messages of current sex activities. . . . Their children will be denied a prosperous future because of the continuing decline in academic achievement . . ." He tells what parents want from the public schools, and he charges that as you read articles written by Janet Jones, Robert Marzano, Skipp Porteous, Theodore Sizer, and John Goodlad, you should "remember that their agenda is atheism, socialism, and an anti-democratic world globalism. To them, 'critical thinking' means teaching children to empty themselves of their own values (transmitted from parents, church, and culture) and accept a set of suggested values (atheist/socialist). Is that what schools want?"

Simonds, Robert L. *"As the Twig Is Bent": How to Start Your Citizens for Excellence in Education Committee—A Parents (sic) Mini-Manual*. Costa Mesa, CA: Citizens for Excellence in Education (1984) 115 pp.

Robert L. Simonds, as founder of Citizens for Excellence in Education (CEE), designed this *mini-manual* to help concerned citizens return the public schools to their Christian base. He outlines the steps parents must take to form their CEE committee, to persuade school boards to eliminate secular humanism from the schools, and to elect their members to school boards. The manual is divided into these twelve sections: Introduction; What We Believe: An Education Declaration; Some Immediate Issues to Pursue; Knowing Your Christian World View; Knowing the Secular Humanism World View; The Biblical Foundation For Christian Involvement in Public Issues; How to Start a Parents (sic) Group; How to Get and Stay Informed; Planning Your Course of Action; How to Deal with School Boards; Communicating Your Goals, Programs and Activities; How to Elect School Board Members. The twelve sections comprise only thirty-two pages of the manual. The remaining eighty-three pages are appendices that include

these three articles by Norma and Mel Gabler: Humanism in Textbooks: Self Authority (Individual Autonomy); Values Clarification: How You Can Effectively Fight It; Illicit Sex Education.

Simonds, Robert L. *Communicating a Christian World View in the Classroom.* Costa Mesa, CA: National Association of Christian Educators (1983) 77 pp.

As the founder of the National Association of Christian Educators (NACE), Robert Simonds believes that America is fighting its "last great war." The combatants are secular humanism and Christianity. "The Christian is the *key* to God's victory over Satan and the atheism of secular humanism. We *can* change our world in this generation! Our job is to evangelize, while time remains. Our schools are the battleground." Simonds encourages teachers to witness in the classroom, and he provides seven steps for so doing. This manual is divided into these five sections: The Two Conflicting World Views; What Does Contemporary Secular Humanism Teach and Believe As Their World View?; What Is Christianity's World View?; How Does Contemporary Secular Humanism Affect the Classroom?; The Christian World View in Action. Two articles by Norma and Mel Gabler are included in the manual: Humanism in Textbooks (Secular Religion in the Classroom) and Review & Reform: Parents (sic) Guide to Textbooks.

Stanley, Lynn. *Combat Ready: How to Fight the Culture War.* Lafayette, LA: Huntington House (1995) 223 pp.

Several prominent, conservative critics of public schools have shifted their focus from secular humanism to the New Age religion as the source of problems. But Lynn Stanley does not believe that the issue of secular humanism is dead. "The religion of secular humanism is being forced upon our children through the public school system, even though our Constitution forbids that. Consequently, we have a nation of children growing up without boundaries, running wild through what were once the fences of morality and into the streets where they are murdering each other over clothing and boyfriends and school competitions." Her chapter titles reflect her concerns: (1) Facing the Enemy; (2)The National Education Association; (3) Goals 2000; (4) The Homosexual Agenda; (5) Sex-ed Curriculum: Schooled in Immorality; (6) School-based Health Clinics; (7) The U.N. Convention on the Rights of the Child. In the last chapter, Where Do We Go from Here?, she echoes many critics of the schools when she writes: "Regarding assessment tests, parents have a right to see and/or protest the administration of any test that violates a child's right to privacy. Tests or student questionnaires that ask personal questions have no place in the classroom." She suggests that parents who discover that their children take tests that are more psychologically than academically oriented might consider legal action in accordance with the Grassley Amendment.

Internet Sites

Note: Current articles on, and news about, the schoolbook protest movement can be easily accessed on the Internet. Since most of the articles I found are not copyrighted, teachers can download and duplicate them for use in the classroom.

American Humanist Association. http.//freethought.tamu.edu/org/aha/

The American Humanist Association espouses the humanist philosophy. This Internet site is a key source of information about the philosophy of humanism. Articles and their authors include: American Humanist Association Frequently Asked Questions; Freethought Challenges of the 1990s (Frederick Edwords); The Humanist Philosophy in Perspective (Frederick Edwords); Is Secular Humanism A Threat Or An Opportunity?; Positive Humanism (Gerald A. Larue); The Promise of Humanism (Frederick Edwords).

Blumenfeld, Samuel. "The Whole Language/OBE Fraud." http.//www.cyberhighway. net/"phil/obefraud.html

As an outspoken critic of public schools and the National Education Association, Samuel Blumenfeld writes this about whole language: "Whole Language educators are perpetrating a fraud. They are telling parents that whole language is a new and better way of teaching children to read when in reality, it is nothing of the sort. For all intents and purposes, whole language is a way of preventing children from becoming fluent, accurate phonetic readers. It is a new way of creating reading disability, academic confusion and learning frustration, a new way of crippling a child's linguistic development."

Education Reporter. http.//www.basenet.net/"eagle/educate/educate.html

Education Reporter is a publication of Phyllis Schlafly's Eagle Forum. The last six issues are on Internet. As of August 1996, articles from the last three issues on the Net included: April 1996—Missouri Legislators Sign Letter Opposing 'CAREERS' Act; Texas and New York Officials Disturbed by Illiteracy Crisis; Missourians Alarmed by School-to-Work Proposals; Sex Education Reform Bill Killed in Georgia Senate Committee; FOCUS: Yes, Schools Teach Values—But Maybe Not Yours; Panel Slams Schools for Passing Out Condoms. May 1996—State Legislators Object to Education Bills; 'Best' Colleges Are Dumbing Down; History Standards Revised; FOCUS: Clinton's National Workforce and Education Plan, Goals 2000, and OBE; What Really Is Goals 2000?; MNEA Won't Allow Teacher to Resign; KY School Reform Fallout; California Legislators Demand Payback. June 1996—English Standards Provoke Criticism; School's Physical Exam Enrages Parents, Scares Girls; Genital Exam Previews Greater War on Parents; Video Exposes Kinsey Research Fund; FOCUS: 1996 Goals 2000 Amendment Adds Words, Confusion But Maintains Strict Control by Federal Government; Illinois Senators Sign Letter Opposing CAREERS Act; IRA/NCTE Standards for the English Language Arts; English Has Been Deconstructed.

Freedom to Read Foundation News.
http://www.sirs.com/partner/read/v19n2.html
This is a foundation of the American Library Association foundation. This issue of the newsletter contains a news story about the actions the foundation took during a lawsuit against the Olathe, Kansas, School District for removing Nancy Garden's *Annie on My Mind* from the school library. A second news story reports the decisions of two Courts of Appeal that upheld schools right to use of the *Impressions* reading series.

"Outcome Based Education (OBE): Patriot's Resource to the Truth."
http.//www.fyi.net/"anita/
This site contains links of interest for people opposed to outcome-based education.

"Religious Propaganda in the Schools: Halloween Mania."
http//www.kosone.com/ people/ocrt/int_educ. htm
A Gainesville (Florida) parent filed a lawsuit claiming that witches, cauldrons, and brooms are religious symbols. The Florida Supreme Court turned down the appeal, and the Supreme Court refused to hear the appeal. Parents at a school board meeting in Los Altos, California, objected, on religious grounds, to the celebration of Halloween. The school board voted that Halloween would be celebrated as usual in the public schools.

Schlafly, Phyllis. "What's Wrong with Outcome-Based Education?" *The Phyllis Schlafly Report*. http://www.basenet.net/"eagle/psr/1993/psrmay93.html
Like several other prominent critics of public schools, Phyllis Schlafly is unalterably opposed to outcome-based education. In this article, she explains her ten major objections. The first sentence of each objection follows: (1) OBE is packaged with a language that appears to be mischievously chosen either to be unintelligible to parents or to deceive them. (2) OBE uses students as guinea pigs in a vast social experiment. (3) OBE offers no method of accountability to students, parents, teachers, or taxpayers. (4) OBE is a teaching method designed to produce dumbed-down egalitarian results by stifling and concealing individual potential for excellence and achievement, and holding the entire class to the level of learning attainable by **every** child. (5) In an OBE system, academic and factual subject matter is replaced by vague and subjective learning outcomes. (6) A high percentage of OBE "outcomes" concern values, attitudes, opinions and relationships rather than objective information. (7) OBE sets up a computer file on each child to track the child's efforts to master the learning outcomes. (8) OBE is a method for concealing and perpetuating the number-one crime of the public school system: the failure to teach first graders how to read. (9) OBE, of course, involves high costs for administration and the retraining of teachers in an entirely new system, which will be reflected in higher school taxes. (10) OBE involves tightened state control at the expense of local control.

LESSONS LEARNED FROM THREE SCHOOLBOOK PROTESTS

by Edward B. Jenkinson, Professor of English Education, Indiana University

Myths about schoolbook protests mask reality. Some teachers and administrators spread myths as if they were gospel, and their acceptance as truth sometimes makes it difficult for participants in censorship incidents to deal effectively with their plight. Here are some common myths:

Attempts to censor school materials occur mainly in the Bible Belt;

Irate citizens in small towns are more likely to attempt to rid the schools of so-called offensive books than people in cities;

Rural communities are more likely to experience censorship than cities and suburbs;

Appointed school boards censor more books than elected ones;

All parents want their children to be well-read and to think critically;

Parents do not want public schools to advance particular religious beliefs;

Textbooks adopted on a statewide basis are not likely to be attacked by anyone;

Literary classics are beyond reproach;

Rational argument will save any book, course, film, or teaching method.

Perhaps the most unrealistic belief is that censorship "can't happen here." Attempts to remove textbooks, library books, films, courses, and teaching methods can occur anywhere—in every state, in every size city and town, in schools at every socioeconomic level. And the "it can't happen here" syndrome leaves people ill-prepared to cope with even a mild protest.

The state of Indiana experiences no more schoolbook protests than any other state. In fact, for its size and population it probably ranks proportionately below most states in the East, West, and South. But three incidents in Indiana—all occurring in cities of under 20,000 population—are most instructive. Spread over a decade, they started near the top of the state at Warsaw, moved down to Tell City on the Ohio River, and then shifted only a few mile's north to Oakland City in Gibson County. Each incident had distinct characteristics, participants, tactics, and resolutions. But each made significant contributions to a pool of information that might help teachers learn how to prepare for, and cope with, a censorship incident.

On December 15, 1977, the Warsaw *Times-Union* first published a chilling news photo that has been reprinted in newspapers and magazines throughout the nation and has been flashed across television screens. the picture of a smiling group of senior citizens standing by a trash can filled with burning textbooks shocked newspaper readers in dozens of cities. To some, it signaled the grim fact that book burning can—and does—happen in America.

The consignment of 40 copies of Sidney Simon's *Values Clarification* to senior citizens for burning was only one in a series of school board actions that paralyzed the academic community in Warsaw. And, according to several teachers with whom I have talked, anxiety still walks school corridors and haunts classrooms.

The Warsaw *Times-Union* played a major role in the schoolbook war in this city of 10,000 that is surrounded by rich loam soil in northeastern Indiana. A community that labels itself conservative, it boasts of thriving small industries, very low unemployment, and a "strong religious feeling." Its citizens have their choice of 63 churches, and the community is proud of its church-affiliated college on Winona Lake.

The harmony of Warsaw was shattered by discordant notes in 1977 and 1978. Reporters descended on the town; camera crews of nationally prominent programs parked their trucks on the streets several times. Angry citizens, many of them protesting books they had not read in their entirety, wrote letters to the editor, and former friends stopped talking. Schoolbooks divided the town.

A brief description of the major actions in the schoolbook controversy follows.

1. Shortly after William Chapel joined the appointed board, he called for an evaluation of the Individually Guided Education Program (IGE in one elementary school. The board contracted for an outside evaluation of the program during the last three days of school. People in Warsaw doubted that any program could be evaluated effectively during the last week of school. The supporters of IGE were outraged. So was Max E. Hobbs, the superintendent who had brought the IGE program to Warsaw; he resigned after seven years in the community. After the evaluation, the board met for 15 minutes in a closed session and dropped the program.

2. The next board meeting, Mr. Chapel asked for an evaluation of *Values Clarification* and the class in which it was used. According to the *Times-Union*, "It took only a few minutes of reading passages from the text for the school board's reaction to throw the book out and discontinue the English class that once used it." In his motion, one board member said that the book should be "thrown out, removed, banned, destroyed and forbidden to be used."

   The teacher who used the book insisted that only 10 of the approximately 200 exercises were used in classes elected by students who have academic and social problems. The course and the text became part of the English program after the Indiana Department of Public Instruction conducted an in-service training program on values clarification two years before the course was eliminated.

The teacher who had used parts of the condemned textbook in her class left the community shortly after the board decided the fate of the course and the book. She told me that she could not accept the fact that a board would act so harshly and emotionally on a course and book about which board members had so little information. She said that no one wanted to hear her side of the story; she was so devastated by the experience that she "virtually became a vegetable" for more than a year.

3. Only 42 days after he was appointed superintendent, Dr. Charles Bragg announced major changes in the high school English curriculum. Without consulting Mrs. Arleen Miner, the English department chairperson, the board decided to replace three unspecified courses with two composition courses. Mrs. Miner resigned, noting that the board had been misinformed since five composition classes were already in the program.

   Dr. Bragg called for the discontinuation of the following courses at the beginning of the second semester: Gothic Literature, Black Literature, Science Fiction, Good Guys, Folklore and Legends, Detective and Mystery Fiction, and Whatever Happened to Mankind. He also announced that the phase-elective English program would be eliminated at the end of the academic year.

4. Before the new superintendent arrived, Teresa Burnau ordered copies of the following books for a course entitled "Women in Literature": *The Stepford Wives, Go Ask Alice, The Bell Jar, Growing Up Female in America, The Feminine Plural: Stories by Women About Growing Up,* and *The New Women: A Motive Anthology of Women's Liberation.* Shortly after the books arrived in the fall, the principal gave them "a cursory examination." Mr. Smith told Ms. Burnau to return *Growing Up Female in America* to the publisher because it contained pictures of nude women. She agreed to return the copies, noting the book was to be used as supplementary material in a course whose enrollment was entirely girls.

   Later that same day, Mr. Smith told Ms. Burnau she could not use *The Stepford Wives* in the course. Six weeks into the course, he told her to stop teaching *Go Ask Alice* because it "was found to be objectionable by patrons of our school." When she told the principal that the girls in the class had nearly finished reading the book, he told her to let them finish reading it. Then in a supervisor's conference report, he commented, "You were advised to discontinue the use of any reading materials that contained these kinds of obscenities. A guideline to follow is not to use any reading materials in your classes that would cause you embarrassment if you were asked to read these materials to our governing body."

   With less than six weeks remaining in "Women in Literature," the principal instructed Ms. Burnau not to use Sylvia Plath's *The Bell Jar* in her class. The teacher protested in writing, pointing out that it was too late for her to order another book. When she was told she would be dismissed for insubordination if she taught the book, she dropped it from the course.

   It needs to be pointed out here that in his long tenure in Warsaw, the principal Pat had never before ordered teachers to stop teaching books. Only after the new superintendent arrived and issued a directive about "objectionable" books did the principal begin interfering with classroom instruction.

On his staff appraisal report, Mr. Smith marked Ms. Burnau as satisfactory (the highest mark) on 14 of 18 items. He noted that she is "an excellent classroom teacher and is doing a fine job in teaching Composition I this second semester." He also noted that she had taught *Go Ask Alice*, a book considered to be objectionable, and that she displayed "resentment and a poor attitude" when she was told not to teach The Bell Jar.

Noting her inability "to handle professional direction in a positive manner," Dr. Bragg sent Ms. Burnau a letter at the end of April informing her that her contract would not be renewed.

5. On October 10, the minutes of the school board contained these two sentences attributed to Dr. Bragg: [He] states there are some books in question at this time. He states a directive was issued to principals in the third week of August asking them to respond to him about any books that were in poor taste, and that responses have been received. On October 18, Mr. Smith sent this directive to all teachers in the high school: "Any classroom materials that you have in your room that might be objectionable, please bring them to the office."

   Mrs. Milner responded to the directive by showing Mr. Smith portions of a literature textbook she had used for at least three years in her senior English classes. She pointed to a few words, including *damn* and *hell*, and asked Mr. Smith if they were objectionable. The principal said they were, and tried to black them out but the ink bled through. He then told told the chairperson to remove the pages from the book. She did so in her classroom by using scissors to cut four pages from each copy of the text. The students noted that she was visibly shaken and that she trembled as she collected the books and cut out the pages.

6. On January 4, 1978, the Warsaw Community Education Association (WCEA) filed a complaint with the Indiana Education Employment Relations Board. The complaint, which was considered the largest and most complex ever filed by teachers in Indiana, charged the school board with 11 infractions, including unilaterally—

   a. changing the curriculum of one elementary school by removing IGE;

   b. unilaterally and forcibly transferring four teachers from the elementary school where IGE was used;

   c. banning an English textbook;

   d. changing the high school English curriculum;

   e. administering an arbitrary and capricious textbook censorship program.

7. On January 9, 1978, Mr. Chapel read this resolution, which the board passed unanimously: "Be it resolved that teachers, administrators and staff of this school shall be directed to teach students to avoid use of profanity and obscenities, and also books and materials that could be construed as objectionable in this community shall not be used."

8. In April, 11 teachers were asked to resign. Ms. Burnau and two others refused; they were dismissed. JoAnn DuPont, secretary of the WCEA, had taught in Warsaw for five years and had received positive performance appraisals. A teacher of business who set up her classes as if the students were working on the job, she was stunned when she received a letter from Dr. Bragg, stating that her contract would not be renewed. Dr. Bragg charged her with (a) drinking coffee in her room; (b) allowing students to drink pop and candy at their desks in the business practice room; (c) allegedly allowing her daughter

to be in her room when the school bus dropped her off from the parochial school at 2:49 in the afternoon.

An, outspoken parent-critic of the school board declared that the WCEA secretary was "an outstanding business teacher who was fired for being an outspoken teacher and an officer of the WCEA. " Mrs. DuPont had written a letter to the editor of the *Times-Union,* protesting the school board's actions. That, apparently, was the unwritten cause of the dismissal.

The Indiana State Teachers Association filed complaints against the school board in behalf of the two fired teachers. ISTA claimed that their dismissal violated their First Amendment rights. Both settled out of court. Ms. Burnau moved to the East and, to my knowledge, never taught again. Mrs. DuPont is a professor in a college about 15 mile from Warsaw.

9. The editor of the high school newspaper wrote an editorial expressing her dismay at the dismissal and forced resignations of the teachers. Mr. Smith stopped publication of the newspaper until the editor called the Student Press Law Center in Washington, D.C., and threatened to appeal the principal's decision to the school board. The principal let the newspaper be published.

10. At the end of the school year, Mr. Smith was replaced by a new principal.

11. During the summer, the new principal called the editor and her parents into his office and asked the editor to resign. She refused. When he did not permit the newspaper to be published during the following year, the editor sued. Her case was dismissed in federal court without trial.

12. Shortly before the unfair labor practice hearing began in June, the *Times-Union* published editorials, news stories, and editorial cartoons that left no doubt in the readers' minds that the newspaper was opposed to the hearing, to the books, and to the teachers who had been dismissed. Two weeks before the hearing, Carl Davis, a school patron, read excepts of *Go Ask Alice* at a school board meeting, and the newspaper published the passages with a note on the front page urging reader caution.

    During the hearing, the *Times-Union* published a cartoon of the hearing officer, characterizing him as a hanging judge who did not want to be confused with facts.

    Shortly before the hearing, Mr. Davis and Sharon Lowry formed "People Who Care," an organization supporting the school board's removal of "textbooks containing filthy, vulgar language."

    The founders called for the switch from "Immoral, libertine courses to basics" and for the institution of "honest teacher evaluation." A reporter called Mel Gabler, one of the nation's most prominent textbook critics and a founder—with his wife—of Educational Research Analysts in Longview, Texas. The reporter wanted to determine whether the Gablers were involved in the Warsaw situation. After the reporter identified himself and before he could ask any questions, Mr. Gabler noted that Warsaw is a city in which good things are happening and "where we have the Lowrys and People Who Care."

13. Three months after the hearing, the hearing officer submitted his recommendation that the school board be ordered "to reverse all policies noted in the original complaint to "status quo" positions." The board announced that it would appeal the decision, but it did not have to do so. Two board members and two WCEA bargaining officials met in November and December to affect a compromise. The

WCEA officials agreed to drop the hearing decision in return for the board's agreeing to the following:

a. to follow its own textbook review procedures in the future;

b. to write letters of explanation to the four transferred teachers;

c. to discuss possible curriculum changes with teachers before they are made;

d. to refrain from making major changes in working conditions without consulting the WCEA.

14. Two students and their parents filed suit in federal court, maintaining that the school board had violated constitutional guarantees of academic freedom and the students' "right to know." The district court dismissed the suit without trial, but the U.S. Court of Appeals for the Seventh Circuit ruled that a school board has the right to establish a curriculum on the basis of its own discretion; however, it is forbidden to impose a "pall of orthodoxy" on the classroom. The court recognized the right of students to file legal complaints about the school curriculum; however, the court held that the claims of the students "must cross a relatively high threshold before entering upon the field of a constitutional claim suitable for federal litigation."

Secular humanism allegedly invaded the Ohio River town of Tell City during the 1981-82 academic year. Known for the manufacture of fine furniture, the peaceful community was split by a minister's declaration that the High School's English department was teaching "garbage" and that Christians in the community "need to take a stand against Satan's attack upon the minds of our youth."

Tell City's winter of discontent began shortly after Thanksgiving when a ninth grader showed his mother several passages in John Steinbeck's *Of Mice and Men* and told her that he did not want to read the book as part of his English class assignment. Upon hearing the complaint of the mother, the English teacher said that her son could read Stephen Crane's *Red Badge of Courage* as independent reading while the rest of the class read Steinbeck. She and her son accepted the alternative assignment and later she told the media that the English teacher treated her very well. But the mother also talked with her minister about the novel. The Reverend Don Reynolds, pastor of the Abundant Life Christian Church had just opened a Christian school in Tell City. He expressed his displeasure with the literature assignment, with the Tell City schools in general and with the English department in the high school in particular.

After telling his congregation about the "evil" novel, he and another minister prepared a petition to be presented to the school board. At the January board meeting, a group of 10 demanded that books "containing profanity and suggestive remarks" not be used in the schools. Then the minister from nearby Hawesville, Kentucky, who was acting as spokesperson for the group, accused the school board of being "anti-God". That evening marked the beginning of a three-month schoolbook protest that brought television cameras, nationally prominent textbook protesters, and divisiveness to Tell City.

Shortly after the mother complained about the Steinbeck novel, members of the school board discovered that they had never formally adopted their four-year-old policy for handling complaints about teaching materials. So the five-member board voted unanimously to make the policy official.

No one filed an official complaint against the novel. Nor did anyone sign a complaint form about *Finding My Way*, a textbook used in an elective sex education course for seventh and eighth graders.

Instead, a small group led by a minister from a neighboring state protested the teaching of both books at the January meeting of the school board and used the local radio station and newspaper to condemn the books and the school system.

Several days after the January meeting of the board, the Reverend Steve Epley of Kentucky, writing a guest column for the Tell City *News*, raised the specter of secular humanism with these words:

> I am very much concerned about the humanist teachings in our public schools.
>
> What is Humanism? It is religion without God. It is the condition of man as described in the Bible (Romans 1:28) "... they did not like to retain God in their knowledge ... and the results are indeed tragic. . ."
>
> The humanist is more dangerous than the atheist. At least, an atheist will come right out and say he doesn't believe in God. A humanist will say, "Yes, I believe there is a God, but . . . I also believe in evolution."
>
> The atheist is like a rattlesnake. he will make some noises before he bites you. But the humanist is more like a boa constrictor. He will silently squeeze you to death with his Godless philosophies before you know what happened.

Thus, Tell City's teachers joined the ranks of thousands who have been charged with "preaching the religion of secular humanism" in public schools. And like many of the thousands, Tell City's teachers were unaware of the crimes they were allegedly committing against society. They did not attend a church called Secular Humanist—in fact, they could not find one in Indiana if they tried. They could not define the religion; nor could they state its major beliefs. Yet they stood accused of spreading some doctrine that their accusers could not define and that prompted one minister to call Tell City's teachers and administrators "pagans and heathens" on a radio program. Another minister called school board members and the superintendent "rotten, stinking hypocrites who are spreading the religion of humanism through sex education."

Not all members of the clergy in Tell City were unhappy with the schools nor believed the secular humanism charge. Early in the controversy, three Catholic priests and four Protestant ministers sent the superintendent a letter in which they express their support of the school system. Several civic groups and organizations did the same.

Shortly after the Reverend Epley denounced the humanists in Tell City, a small group of citizens began compiling objections to some of the materials used in the public schools. At the February meeting of the school board, the Reverend Reynold condemned the school system for allowing students to play "Dungeons & Dragons" in classrooms. He questioned the educational value of the game and challenged it for having the players pray to gods for magical powers in violation of the Supreme Court decision prohibiting prayer in public schools.

Throughout the schoolbook controversy, Superintendent William Wilson patiently explained that "Dungeons & Dragons" is played in a non-credit minicourse by students who elect the class. He also explained—again and again throughout the protest—that no students are forced to take sex education; rather, they elect to take it and they must have parental permission to do so.

On February 16, the Reverend Reynold announced that Mel Gabber, co-founder of Educational Research Analysts and one of the most prominent textbook critics in the nation, would appear at a rally at the National Guard Armory at the end of the month. Approximately 300 people, including the Indiana chairperson of Phyllis Schlafly's "Stop Textbook Censorship Committee," attended the rally. Reporters estimated that at least one-third of the audience was there to support the school system.

Mel Babler attacked the religion of secular humanism, sex education, "Dungeons & Dragons," and textbooks in general. He cited many passages in textbooks—only one of which was used in Tell City—to reinforce his belief that many of today's textbooks are dangerous because they promote evolution, situation ethics, sex education, world citizenship, and socialism—all of which he believes are tenets of the religion of secular humanism. He accused the school system of teaching "frills not skills," and he state emphatically that standardized test scores in Tell City had declined steadily.

The superintendent, school board members, teachers, and administrators refuted the charges of Mel Gabber and others during the March meeting of the school board. Test scores have risen—not declined—the audience was told, and evidence was offered to support that statement. The basics are stressed in regular academic courses; "Dungeons & Dragons" is played only in a non-credit, elective minicourse. The school authorities repeatedly said that no student is required to take sex education; parental consent is required before a student may take the elective course.

At the March meeting, Anthony Pappano, president of the school board, read a statement in which he charged the protesters with using questionable tactics to attack the books. According to the president, the school critics did not follow the procedures for objecting to books; rather, he charged that they used the mass media and the rally to distort the truth and to make false and libelous statements. He promised that future school board meetings would not be used "as a forum by self-righteous groups to promote their personal beliefs. There will be no further discussion by the board on the topic of censorship until all interested parties have followed the established procedures of this school corporation." Finally, Pappano warned that if the protesting group persisted in using its present tactics and if it continued to make false and libelous statements about the school system and it employees, "we are prepared to take any and all legal action necessary to defend the constitutional rights of individuals associated with the corporation, including the educational rights of our children."

At the rally in February, the Reverend Reynold had promised the audience that he would bring Norma Gabber, Phyllis Schlafly, and Billy O'Hair to Tell City for more rallies. He did not do so. Rather, he closed his Christian academy and left the community. The teachers, administrators, and school board members returned to the task of providing a solid education for their students. But the events of the winter of '82 have not been forgotten, and the scars are slow to heal.

For more than a decade, secular humanism has been a major target of the school book protesters. But now that the courts have not looked favorably on the charge that the schools are preaching that religion, the protesters have other religious targets. Those targets—globalism and the New Age—surfaced in the literature of the new religious right several years before the courts frowned on the secular humanism charge.

Two school corporations in Gibson County in southern Indiana were accused of advancing both the New Age and globalism during the 1987-88 academic year. Seven women, including three teachers from the East Gibson schools, declared that they found both religions in *Tactics for Thinking*, a critical thinking skills program published by the Association for Supervision and Curriculum Development.

The seven women denounced *Tactics*, the New Age, and globalism in school board meetings at East and North Gibson and in intense letters-to-the editor campaigns in several area newspapers. The group was far more successful in East Gibson than in North Gibson, where the superintendent, school board, school administrators, and teachers stood firmly behind *Tactics*. The program in North Gibson was also endorsed by the Chamber of Commerce, Partners in Education, the Community Advisory Council, and the Ministerial Association. Thus, it was not surprising that, at its meeting in early May of 1988, the North Gibson School Board voted 5 to 0 to keep *Tactics*.

East Gibson seemed to be the more vulnerable of the two school systems because three teachers joined the seven-member protest group and because the target seemed to be the superintendent as much as the thinking skills program. When he was appointed to the superintendency, he was instructed by the board to strengthen the curriculum. Several of his changes in both staff and curriculum proved to be unpopular with some teachers.

At the December meeting of the East Gibson school board, the leader of the protest group read an eight-page statement denouncing *Tactics*, the New Age, and globalism. In it she charged that *Tactics* used "the same technique" employed "by hypnotists" and that the technique is also used in mind control and in "New Age meditation." Apparently the leader of the protesters believes that the New Age movement described by Marilyn Ferguson in *The Aquarian Conspiracy* is a single religion, pantheism, and that it plans to impose a one-world government on this planet. Globalism, a term that she used interchangeably with global education, apparently has the same goals—a one-world religion and one-world government.

At the March meeting of the school board, the seven women presented their 42-page "preliminary report taken from the supporting research of the *Tactics for Thinking* manual." In it they noted that "globalists" will accomplish their goals of imposing a one-world government and religion on this earth by being critical of the United States and by stressing the need "for a breakdown of ethnocentrism (nationalism) and a need for some form of world government."

The seven women tied *Tactics* to globalism by noting that Robert Marzano, the senior author, "references *Megatrends* by John Naisbitt, who states 'the fact is we have outlived the historical usefulness of representative democracy and we all sense intuitively that it is obsolete.' " The women

then noted that, on the back cover of *Megatrends*, Naisbitt "received glowing endorsement from Alvin Toffler, author of *The Third Wave*, a new age book, and from Marilyn Ferguson, one of the world's most infamous new agers . . . " Thus, to the seven women, at least, it is crystal clear that Marzano's *Tactics* should be considered a product of the New Age movement because he "references" Naisbitt, who is endorsed by "new agers. "

The school board scheduled a modified debate on *Tactics* as part of its May meeting. Ronald S. Brandt, executive editor of ASCD, and I were given 35 minutes to present a case for *Tactics* and to refute the arguments used by the protesters, who were also given 35 minutes. Then each side was given 15 minutes for rebuttal. (It must be noted here that neither Brandt nor I received travel funds or consulting fees from East Gibson. And we never asked for any.)

In his opening statement, Brandt noted the purpose of *Tactics*, expressed his faith in the author, and refuted the hypnotism charge. After complimenting the seven protesters for their thoroughness, he said: "Unfortunately they have apparently misunderstood the program and misinterpreted its intent. There is nothing mysterious or subversive about any of the tactics. Many of them, in fact, are well known to many capable adults who have discovered these things for themselves."

Mr. Brandt concluded his remarks by noting that *Tactics* "has no relationship whatever to global education. *Tactics* neither favors nor opposes global education; it deals with completely different content. Neither is it intended to promote any form of government; that is not its purpose. We do believe, though, that by teaching individuals how to be responsible, how to organize and remember knowledge, and how to reason logically, *Tactics* will help children become better American Citizens."

In the remainder of the 35 minutes, I focused primarily on the arguments the protest leader presented to the school board in December. I gave the members of the school board and the protesters my commentary on the eight-page presentation. I made 53 notes, 14 of which are several paragraphs long. Most of my notes challenged the facts and/or the evidence in the 29 paragraphs in the protest leader's statement.

I also distributed a two-page definition of global education by a prominent global educator. Then I compared the attacks on *Tactics* and global education to the strategies used against secular humanism, and I refuted the protesters' definitions of global education, attention control, and pantheism. I further noted that in reviewing the documents prepared by the seven women, I detected the direct influence of these five national organizations that attempt to remove materials from public schools: Eagle Forum, Concerned Women of America, National Association of Christian Educators, Citizens for Excellence in Education, and Educational Research Analysts. Through further investigation, I found materials that could be traced to the John Birch Society. My findings were not disputed in the protesters' rebuttal.

In their 35-minute presentation, the protesters read from their 42-page document. Then they used student actors to point out the similarities among yoga, self-hypnosis, involuntary attention,

semitrances, and three exercises in *Tactics*. They claimed that the three exercises could cause students to fall into trances without teachers realizing it. One of the exercises calls for students to state at something, such as a spot on the wall, for about a minute and try to block all else from their minds. Then students are to tell what thoughts interfered with their concentration on the spot.

In the 15-minute rebuttal, Mr. Brandt disputed the charge that the three exercises constitute self-hypnotism. He also repeated his contention that *Tactics* has no connection with global education, globalism, or the New Age movement.

Former Indiana State Senator Joan Gubbins was the major spokesperson in the protesters' rebuttal. At that time she served as a member of the President's Committee on Education. She congratulated the seven women on their fine work and for their concern for the children in the community. Then she read selected passages from Marzano's own evaluation of the thinking skills program and concluded that it is a "a little oversold and grossly underinvestigated." Approximately 60 percent of the audience gave Senator Gubbins and her companions a standing ovation.

At the end of the modified debate, the president announced that the board would vote on *Tactics* at its June meeting. The board voted then, by a 3-2 margin, to let those teachers who were using *Tactics* to continue to do so. Response to the board action was immediate. Members of the audience jeered the resolutions and disrupted the remainder of the meeting. The protesters announced that they would recall one of the board members and denounced all three who voted for the resolutions. They declared that they would continue their fight against New Age globalistic programs they disliked and that they would elect their candidates to the school board. One segment of the audience sang "God Bless America" loudly and the president adjourned the board meeting before business was completed.

Two months later the board reversed its decision and eliminated *Tactics*. By that time the superintendent had resigned to accept a superintendency with a larger corporation. A reporter for a newspaper in the northern part of Indiana revealed that, during his final year at East Gibson, the superintendent's family suffered harassment and he endured threats.

The Gibson County struggle goes on. Apparently it will continue until the protesters are satisfied that the New Age movement and globalism are no longer in the schools.

Lessons to Be Learned in Preparation for the Schoolbook Protesters

The three incidents are most instructive. An analysis of the three, as well as many other incidents I have studied, yields these major lessons:

1. Teachers should select materials that are consistent with the educational objectives of the school system and of specific courses. When controversial materials are appropriate for specific courses—and they frequently are—teachers might want to prepare written rationales for the use of those materials in case they are challenged. (It should be noted that recent court cases have proved that virtually anything, including basal readers, can be labeled controversial by some individual and groups.)

2. Teachers should be ready to make alternative assignments when they have their classes study novels or other supplementary materials. They should make certain that any student who requests an alternative assignment is not made to feel like an outcast.

3. Every school system must have written materials selection policies that include procedures for handling complaints. The policies and procedures should be readily available, and they should be followed to the letter by everyone connected with the school system. No one should be able to act unilaterally to remove a book, course, film, or teaching method. (Materials selection policies and procedures for reviewing challenged materials are available from nearly every major professional organization.)

   When materials are challenged-whether the challenge comes from a board member, a parent, a teacher, a student, or an administrator-the challenged material should be given to the duly authorized reconsideration committee for its recommendation. No action should be taken on any teaching material or method until after the reconsideration committee examines the work, course syllabus, or teaching method.

   If a teacher or librarian is accused of teaching or disseminating "objectionable" material, that person should be fully apprised of the charge at the earliest possible moment. Teachers and librarians throughout the nation have told me that they have effectively warded off a full-blown protest by having the opportunity to talk-informally and amicably-to the person who is considering the possibility of making a challenge. Teachers tell me that many parents simply want to know how a book is treated or why a teacher has made a specific selection. Teachers indicate that they must not be too quick to haul out the complaint form and insist that it be completed. An informal discussion may solve a problem.

4. Teachers and administrators must know as much as possible about the secular humanism, New Age, and globalism charges. They cannot take the charges lightly because protesters have used them effectively in some communities to rid the schools of books, courses, films, and teaching methods. Teachers must become familiar with court decisions about secular humanism, keeping in mind that the New Age charges may be taken through the courts before they, too, are less threatening. School officials must not respond hastily to the charge that courses and books reflect the religion of the New Age movement. Critics must prove that there is a single New Age religion and that it is the religion of the public schools. That charge will be extremely difficult to prove, just as it is difficult to prove that secular humanism is, indeed, a religion and that it is the religion of the public schools.

5. Trial by newspaper has become common in schoolbook protest incidents. Protesters have discovered that the letters-to-the-editor columns in area newspapers and radio call-in programs are effective vehicles for attacking anything they do not like. Therefore, school systems and local teacher organizations must demand equal time or space for responsible rebuttals.

6. School boards should have a policy in which they state that petitions will not be taken seriously if they contain names of persons not in the community. School boards should also have someone verify the names.

7. Anyone who has a complaint about a school system or any of its teaching materials deserves a fair and courteous hearing. However, teachers and administrators have every right to point out distortions or errors in fact. After a fair exchange of charges and responses, a school system must make certain that unfounded criticism and/or libelous statements do not interfere with the school's most important task-educating the young.

8. A school board should never give up its legal rights. Citizen pressure groups have a right to express their views to the board. But that does not mean that their views should dictate—or take precedence over—board policy.

9. All school personnel should become familiar with the goals, tactics, and literature of the major school protest groups in this country. Teachers and administrators should have more than a nodding acquaintance with materials prepared by Eagle Forum, Concerned Women of America, Citizens for Excellence in Education, National Association of Christian Educators, and Educational Research Analysts-among others.

10. Students should not be isolated from the controversy. In both Warsaw and Tell City, students expressed their concern about the removal of materials and made every attempt to protect their rights. Students stood firmly behind the school board, superintendent, and teachers in Tell City. That united front is imperative.

Notes

1. Full documentation of the Warsaw story appears in Chapter 1 of Edward B. Jenkinson's *Censors in the Classroom: The Mind Benders* (Carbondale, Ill.: Southern Illinois University Press, 1979). Facts are taken from minutes of school board meetings, newspaper clippings, and personal interviews of the participants in the incidents. I spent more than 20 days in Warsaw, studying the censorship incident.

2. *Zykan v. Warsaw Community School Corporation and Warsaw School Board Of Trustees*, 631 F.2d 1300 (7th Cir. 1980).

3. Full documentation appears in Edward B. Jenkinson, *The Tale of Tell City: An Anti-Censorship Saga* (Washington, D.C.: People for the American Way, 1983), and in Edward B. Jenkinson, *The Schoolbook Protest Movement: 40 Questions & Answers* (Bloomington, Ind.: Phi Delta Kappa Educational Foundation, 1986). Facts are taken from minutes of school board meetings, newspaper clippings, tapes of the rally and of school board meetings, and interviews with the superintendent.

4. See *Grove v. Mead School District No. 354*, 753 F.2d 1528 (1985); *Mozert v. Hawkins County Board of Education*, 827 F.2d 1058 (1987); and *Smith v. Board of School Commissioners of Mobile County*, 82 7 F. 2d 684 (1987).

5. Presentation of Jeanne Georges to the School Board of the East Gibson School Corporation, December 14, 1987. Documentation for the Gibson County incident appears in articles by Edward Jenkinson that were published in *Phi Delta Kappan* (September 1988), *Educational Leadership* (October 1988), and *Newsletter on Intellectual Freedom* (December 1988). Facts are taken from minutes of school board meetings, newspaper clippings, interviews with the Gibson County superintendents, and documents by the protesters.

6. According to the protesters three exercises in *Tactics* could cause students to fall into self-hypnotic trances. The first suggests to teachers that they have students "focus their attention on some stimulus (e.g., a spot on the wall). Explain to them that you want them to focus all of their energy for about a minute and ask them to be aware of what it is like when they are really trying to attend to something." The second exercise suggests that teachers have students focus their attention on a stimulus again, only this time students are asked to "identify the physical characteristics they associate with raising their energy level (e.g., sit up straight, raise your head off your neck)." The third exercise: "Have students practice the attention control process periodically throughout the day."

2002 Pinecrest Boulevard
Cedar City, Indiana 40010
February 8, 1996

John F. Armstrong, President
Cedar City Board of Education
46804 Cedar Drive
Cedar City, Indiana 40012

Dear Mr. Armstrong:

At the meeting of the Cedar City Board of Education on February 5, a representative of Citizens Advocating a Voice in Education (CAVE) denounced the Cedar City High School Department of Social Studies for offering a course in global education. Elaine Vandyne, CAVE's president, charged that global education courses are designed to turn children against their country, to tear down the family unit, to denounce patriotism, and to challenge Christian religion. She said: "Our children are being fed lies about our great nation, about the future of life of earth, about religions, about the role of families in society, about their parents, and about almost everything that we parents hold sacred. Globalism is a part of both the religions of secular humanism and New Age."

As the president of Citizens United for Better Education (CUBE), I have been asked by that organization to respond to Mrs. Vandyne's charges. Before doing so, I must call attention to a quotation on the handout that she distributed without attribution to the source.

> The humanist "educrats" who control our government schools from the teachers' colleges to the curriculum are not there to raise up a new generation of American patriots who would defend their freedom to the death. To them that is "passe." They are trying to raise up a new world of "internationalists" or "one worlders." They are convinced that nationalism is the cause of wars, poverty, disease, and ignorance. They teach that only by raising up a generation of young people who see beyond the borders of their nation to a world order of peace and brotherhood among all nations will we solve these problems. They are convinced that world socialism will rid the world of greed and all will have enough.

One of our members immediately recognized the quotation as a paragraph from a foreword to a book attacking global education. The author of the foreword is The Rev. Dr. Tim LaHaye, author of three books on the "evils" of secular humanism. He charges that humanism is the religion of the schools and that internationalism is one of its tenets. Since he wrote that foreword, like-minded authors are charging that a religion called the New Age is being advanced in our schools and that globalism is one of its tenets.

Please note that on three occasions, the Supreme Court has decided that secular humanism is not being advanced in public schools. Please also note that the New Age is a loosely connected network of disparate organizations and people and that no evidence that it is a religion being taught in public schools has yet been determined.

The purpose of global education is not to brainwash students into believing that a one-world government and a one-world religion ar needed to solve the many problems facing nations on this earth. Rather, the purpose of the course is to help students recognize problems that confront all nations, such as the destruction of the environment, famine, poverty, genocide, and so forth. The course, as it is taught in the high school, does not promote any religion nor does it denounce patriotism. It does, however, call attention to the reasons that nations declare war on one another, to the causes of world hunger, to the dangers of overpopulation of this planet, and so forth. But there is absolutely nothing in the course that calls for the overthrow of our government, for the destruction of the family unit, or for the abolition of religion.

CAVE demanded that the Board of Education cancel the course in global education immediately. The members of CUBE respectfully request that the Board of Education carefully study the course and that it interview the teacher, students, and parents before taking any action. We believe that this vital course must continue to be offered in our high school for it prepares students for the world they must face,

Sincerely,

Penny Cruikshank, President
Citizens United for a Better Education

CENSORSHIP PAPER

By Sara Sharp
English 5/6, Period 4
Ms. Jenkinson
March 7, 1996

Evolution or creationism—which should be taught in school?

These are two different beliefs on the history and formation of today's living earth. Evolutionists believe that living things evolved from a simple cell life form. On the other hand, creationists believe that every kind of animal appeared by the act of special creation. At Bloomington High School North, we are taught evolution as if it were fact. The religious right would like the Christian doctrine of creationism to be taught as a theory. If both sides of this issue could be presented in the classroom, censorship would not be an issue. However, we find that when people, such as Dr. Henry Morris say, "Any attempt to mediate or compromise between these two world-views will thus inevitably result in eventual capitulation of one of them...", that is not possible. Clearly, he feels only one side will survive. The importance of this issue is which position survives and who decides. In this paper, I will be discussing both sides of this issue.

Creationism has currently been on trial for six years in Louisiana. A group of seventy-two science Nobel Prize winners wrote a brief to the United States Supreme Court about a state law that required the public schools to give creationism equal time to the teaching of evolution. Jim Paschal stated that creationism would "deliberately strip our citizens of the power to distinguish between the phenomena of nature and the supernatural articles of faith." He believes that creation-science does not belong in our public school classrooms.

These scientists are basically saying that if our schools do not include the teaching of the scientific method, then future generations will be faced with dilemmas that they are unable to address. Medical progress, agricultural advances, and technological research will be at risk. Education should include the instruction of scientific processes to enable students to problem solve. The process of evolution is one of these.

Another argument supporting the teaching of evolution and scientific inquiry deals with providing reliable information. The easiest way to explain this is by example. The study of the origin of living things is based upon the information scientists gather. For example, the age of a tree can be determined by the number of rings in a cross-section. Thus, a tree with twenty rings is twenty years old. This piece of information has been repeatedly studied, and is found to be reliable. Creationists would have us believe that tree was created in the Garden of Eden in just one day. It is difficult to draw scientific conclusions that are reliable when exceptions are allowed based on faith.

The second side of the issue supports the teaching of creationism in our schools. Statistics from *Current Anthropology* show that 38% of the 2,100 surveyed students from 41 different campuses across the United States believe in 'special creation'. Orthodox Judaism, Islam, and Biblical Christianity are the main religions that believe in creationism. Creationism is a sincere belief by many people.

Dr. Harold Morowitz supports creationism by taking the position that the probability of life creating itself is remote. Creationists look at the complexity of living organisms and cannot understand how they were created by chance.

In the article,"Evolution vs. Creation: Where the Battle Lines are Drawn", evolution is said to be a hypothesis, and creation is fact because it is of God, and "all truth is of God". Creationists believe that in knowing, and understanding God's role in the beginning of life, the basis is formed for knowing and understanding all other religious doctrines. If a person believes in the presence of God in the world today, he accepts the role of God in the creation of life. Creationists point out that even though Darwin strongly believed in evolution throughout his life, toward the end of his life, he confessed that he was unable to prove his theories.

Each side has arguments supporting its position. Creationists can say that evolution has not yet been proven. Evolutionists can say that there is nothing except faith and the word of God to support the creationists' hypothesis. One point that people on both sides of this issue share is their interest and involvement with our children's education. Both points of view have the intent of bettering education and creating a foundation for a stable future for our children. The one thing that can be learned from both points of view in this argument is one stated by William Jennings Bryan. He says the real issue is "the right of the people speaking through the legislature, to control the schools which they create and support". In issues of censorship in educational settings one can always win when he is directly responsible for his child's education.

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Informative Paper

By Lisa Carlsson

Censorship of Young Adult Literature!

One of the greatest controversies in America today is the issue of censorship. It affects almost the whole population, but especially the teachers, administrators, students, parents, and different kinds of pressure groups out in the community. Censorship of young adult literature occurs in a variety of places. It can, for example, occur in schools, libraries, and at publishing companies. No one can foretell where, or when it is going to occur, or how strong the reaction will be when it occurs. However, one can predict a few things about censorship. For example, it is known what kinds of people that are trying to censor young adult courses, books and literature in general; what reasons and arguments they use; on what places it can occur, and finally, what one can do to be more prepared for a censorship attack.

First, it is important to outline and recognize the different types of people that actually try to ban a book. According to Professor Jenkinson (Jenkinson, 1985, p. 333), there are three types of such people. The first group consists of parents who have read or heard about something in their children's schoolbooks that makes them upset. Such a dispute is in most cases settled if the teacher gets the opportunity to talk freely and calmly with the concerned parents once or twice in a meeting. In many instances the concerned parents withdraw their protest of the book when they discover why the teacher assigned it, and how it has been treated in the classroom.

The second category consists of people who haven't read the book he or she has objections to. In many cases they do not even know the exact title, but they are still convinced that it is evil, and must be removed from the classroom, or school library. Often, these people succeed to remove the objectionable book from the classroom or the school library, because school officials or school board members also do not know anything about the book.

The third category contains people who are motivated by one of the hundreds of local, state, and national organizations that protest against books. Most of the time, their attempts to remove or change a school's collection of books start with an objection to one single book, or even a course. such as sex education, values clarification, or global education. If they succeed first object, they undoubtedly will go on and turn to an administrator or the school board with more objections. This category's objections are often guided by Norma and Mel Gabler's Educational Research Analysts and other organizations (Jenkinson, 1985, p. 333).

Many people think that it is just angry parents that fall into one of these categories above. According to a survey conducted by Lee Burres, that is just partly true. The survey showed that the majority of complaints came from concerned parents, but also from administrators, teachers, clergymen, librarians, English department chairpersons, school board members, students, and concerned citizens. The last group consists of people who may, or may not, have children in school, but who are members of an organization that wants to "clean up" the schools (Jenkinson, 1985, p. 334).

What is censorship?

A censor is "a person who examines and, if necessary, changes or prohibits books, plays, motion pictures, news reports, etc., so as to make them acceptable to the government or the organization that employs him" (Barnhart, 1969, p. 333). However, there are three other words that belongs to the vocabulary about censorship. They are "would-be" censors, "self-censorship" and "anti-censorship". The first one, "would-be" censors, are people that believe that they are the best judges for what their children should read. They are unfazed by the list of awards the book they are protesting against has received. Another common feature among these people is that they distrust the teachers' judgments of what is appropriate for children to read. They question the teachers' morality, and ignore their expertise. They simply don't see that teachers "carefully have selected the best books they could find that would both interest students and meet the learning goals of their curriculum" (Gallo, p. 119). Another common feature among the "would-be" censors is that they often haven't read, or understood the entire book. They have just picked selected parts and have based their objections on them.

"Self-censorship" occurs when teachers in a school see the troubles that their colleagues, at other places, get into by teaching a certain book. Because of reasons of convenience they simply choose not to use it. "Self-censorship" is also the case when a major book publisher chooses to exclude a book to make its anthology more attractive and to be sure that no one gets offended (Gallo, p. 120).

Persons that don't like censorship are often referred to as "anti-censorship persons". They don't want any censorship at all and do everything to prevent it.

Censorship has increased!

The frequency of censorship incidents has increased drastically during the last thirty years. In the early seventies, approximately one hundred censorship incidents were reported to the American Library Association's office for Intellectual Freedom. In 1977 there were three hundred, and in 1980 there were nine hundred reported incidents each year (Jenkinson, 1985, p. 334). According to Professor Jenkinson there are also at least fifty unreported incidents of censorship for every reported one.

One explanation for the increasing amount of censorship incidents are that new, young adult literature are added to the classrooms. Since teachers and parents didn't grow up with the new literature, they aren't familiar with it. They are therefore less likely to support it (Gallo, p. 115).

Another explanation could be that the content of young adult literature from the 1940's and 1950's, draw a clear line between good and, evil. (Which always was punished). They portrayed life as black or white, while today's books portray it more grayish. Today's young adult literature deals with issues such as death, alcoholism, child abuse, physical disabilities, divorce,

homosexuality, and abortion. This issues can be both good and bad, at the same time (Gallo, p. 115).

Many people think that it is good that young adult literature contains so many different perspectives of life. However, there are some people that don't like that. Some protesters want a "content that is consistent with their own personal worldview," and they want to exclude all other viewpoints (Gallo, p. 115).

Why censorship?

One of the basic question concerning censorship is whether we get influenced by what we read, or not. Mary D. Carter and Wallace J. Bonk stated that it is "the faith accepted by our society that the reading of books is a good thing, that it leads to desirable ends, and that books have the power to alter people for the better", (Pratt, 1995, p. 2). However, Lester Asheim asked in September 1953: "What other reason in—there for censorship than the assumption that the condemned book will have a harmful effect on its readers—or at least on some of them ?..... If we have no evidence that books are harmful we have less that they are not....." (Pratt, 1995, p.2).

In his article "Are we really infallible at book selection?", Mr. Pratt wants to point out that very high levels of the government seem to believe that certain radio messages can alter people's behavior. Radio messages' and other mass media's persuading advertisers can influence peoples behavior. But when something unpleasant happen, the arguments say "that the media doesn't really influence behavior at all".

It is, in other words, persons who like censorship believe that reading does) influence our behavior. That's why they want to remove some young adult literature from the classroom, and also courses like: Mythology, Black literature and black dialect, Ethnic studies, Global studies, Critical thinking skills, etc.

Censorship and the Constitution!

Another strong argument that people who like censorship use, is that teachers are teaching something called "secular humanism", a so-called religion of the public schools. Secular humanism can be a lot of things, but generally one would say that it is the belief in mankind instead of in God. Anti-censorship persons have four simple answers to that accusation. First, that no more than three percent of the public school teachers and administrators have ever heard about the "Humanist Manifesto", which the teachers are accused of following. None of them have read it. Secondly, hundreds of today's teachers know very little about the philosophy of secular humanism. Third, of the nation's two million teachers and administrators only a few of them have even heard about the American Humanist Association, (the publisher of the manifesto). Finally, they use the fact that the Supreme Court does not think that secular humanism is a religion (Jenkinson, 1985, p.337).

The First Amendment of the Constitution gives the anti-censorship their right in their argument for political and religious freedom. This, however, has been tested in court several times by people who want censorship. Michael Farris, the former president of the Moral Majority in the State of Washington, sued a school district. He claimed that the school system violated the students' First Amendment rights by imposing secular humanism upon them, when they didn't remove the book *The Learning Tree* by Gordon Parks. However, this case was dismissed on the grounds that "the plaintiffs had not presented sufficient evidence to support their allegations" (Jenkinson, 1985, p. 336)

The fight against censorship!

Since there are such strong forces that fight for censorship, the libraries and booksellers have felt the need of doing something to try to protect books, especially young adult literature from it. For the 14th time they have organized something called the Banned Books Week. During this week libraries throughout the United States hold discussion groups and have readings from banned books. They also distribute literature on titles that have come under fire and show educational films etc. (Turock, 1995).

Even many publishing companies now try to help young adult literature from being banned by publishing analyses of works of many authors. They are also trying to publish information about the authors and their works, to make it more accessible to students and teachers (Gallo, p. 119).

To summarize, censorship is a big issue in America today, and it is getting bigger and bigger. One of the issues in the conflict is young adult literature where the two sides have totally different opinions. Censorship can occur almost everywhere, and the parts of the conflict, the pro and con, do not seem to be able to solve the dispute. Instead the cliff between them keeps getting bigger and bigger. The question is how to build abridge over it and who should—or can build it.

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